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ABSTRACT

This report completes phase 1 of a study of the school choice issue, by summarizing information regarding school choice options currently proposed or implemented in Virginia and other states. Methodology involved: (1) a survey of 127 out of 135 total school divisions; (2) a literature review; (3) interviews with school division personnel, other state departments of education, and the U.S. Department of Education Center for Choice in Education; and (4) analyses of identified options. Chapter 1 provides a brief description of various types of school choice, some historical background, steps taken at the federal level, and a review of the arguments of both advocates and critics of choice. Chapter 2 presents survey results and other research on parents as the consumers of educational services. The third chapter discusses the various types of intradistrict public school choice and the policy issues inherent in this option. Interdistrict public school choice options and their policy ramifications are analyzed in chapter 4. Chapter 5 addresses public/private school choice and the various policy considerations this approach raises. The final chapter presents issues for further study. Fifteen figures are included. Appendices contain excerpts from the Minneapolis Public Schools Program Guide, a synopsis of various choice programs, a summary of options and issues, and an annotated bibliography. (LMI)

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October 24, 1991

School Choice in Virginia and the Nation

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SCHOOL CHOICE

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EXECUTIVE SUMMARY

In response to the heightened interest in school choice as an approach to educational reform, the Secretary of Education requested the Virginia Board of Education to study the school choice issue to facilitate future decision making regarding identification and implementation of viable choice options for Virginia. In June, the Department of Education recommended a three-phased approach to this study. This report completes Phase I of the study by summarizing and presenting information regarding school choice options currently proposed or implemented in Virginia and other states. Upon direction of the Board of Education after their review of deliverables from this phase of the study, a second phase will be conducted to specifically assess viable choice options for Virginia; a possible third phase, again at the direction of the Board, will assess the implementation or expansion of options.

Methods employed in the study included a survey of Virginia school divisions regarding the types and magnitude of school and program options offered to resident and non-resident students, a comprehensive literature review, interviews with school division personnel, other state departments of education and the United States Department of Education Center for Choice in Education, and analyses of identified options.

While many people associate school choice with the public-private school voucher system, the Department studied twelve choice options. Within the category of intradistrict public school choice, the Department analyzed open enrollment, controlled open enrollment, magnet schools, teacher initiated schools, secondary program options, and home instruction. Within the category of interdistrict public school choice, the Department analyzed open enrollment among contiguous school districts, open enrollment within a metropolitan area, and statewide open enrollment. Finally, within the category of public/private school choice, the Department analyzed voucher plans, tax deductions, and tax credits.

The report shows that several of these options are currently being exercised by Virginia parents as well as being implemented in other states. The most widely implemented approach to choice is intradistrict public school choice. Intradistrict choice introduces most of the major issues associated with implementing choice in public schools; these issues include funding, transportation, admissions criteria, equity and desegregation, dissemination of information, administration, parental involvement and evaluation.

Interdistrict public school choice is much rarer in Virginia and the nation than intradistrict choice; however, several states are currently implementing interdistrict choice plans and others are considering such plans. Little is known about the effects of interdistrict choice since it is a relatively new approach. There

is little evidence that student outcomes or parental involvement are affected by permitting interdistrict choice since interdistrict choice has not been in existence long enough to collect such data. Some preliminary information is available regarding other issues.

Public-private school choice has received considerable media attention despite the fact that very few such choice programs exist. Major policy questions must be answered with regard to funding such a plan. The most complex issue is constitutional -- how to design a program that meets the test of separation of church and state required by the first amendment of the U.S. Constitution and the prohibitions on public funding of sectarian institutions contained in the Virginia Constitution.

Choice plans are complicated and should receive thorough investigation and planning prior to implementation. At the discretion of the Board of Education, the Department may proceed with the second phase of its study of school choice, conducting an in-depth study of options which may be viable for Virginia. Each option must be evaluated with regard to other issues and goals currently being considered in Virginia. While it is important during this investigation and planning process to look to other states and localities that have implemented choice plans, choice programs in other states and localities may not be able to be transferred directly to Virginia because the nature of choice programs is highly dependent on such factors as the manner in which the school districts are funded, the physical and pupil size of districts, the structure of the districts, the composition of the student population, the specific needs of the student body, the preferences of the parents, and the prevailing educational philosophy.

In order for any choice option to be identified as feasible, it would be necessary for it to meet certain conditions established by the Board of Education. Some conditions for feasibility might include those that follow. First, options must be equally accessible to all students without regard to racial background, social or economic status, or presence of handicapping condition. Second, no option should receive serious consideration for implementation in Virginia unless it can be demonstrated that it does not contribute to disparate situations. Third, a cost-benefit analysis must be conducted and the funding formula must be reviewed and revised accordingly. Fourth, the option must provide for comprehensive dissemination of information to families. Fifth, desires and needs of the citizens of the Commonwealth must be assessed. Finally, no option should receive serious consideration unless resources for transportation are available to make choice accessible to all students.

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Chapter I

INTRODUCTION AND BACKGROUND

In response to the demographic, technological, economic, political and social changes that have occurred in the past decade, national debate over the issue of school reform has emerged. During this time, many reform methods have been proposed. One of the most controversial methods is school choice.

Generally, students attend a specific public school based on the area in which they live. School choice is a mechanism by which parents are given the opportunity to select the school their children attend without regard to residence. Currently, thirty-seven states have some form of school choice legislation pending. In 1991, school choice was included in President Bush's nationwide school improvement plan.

A number of diverse plans for school choice have been proposed, developed and implemented nationwide in the past three decades. While the authorization for and administration of choice options differ considerably, all share at least one common characteristic: parents are offered a degree of selection regarding the school their children will attend or programs in which they will participate. Although the phrase "school choice" is synonymous for many people with public-private school choice systems, such as vouchers or tax credits, these configurations of choice are rare in comparison to strictly public school choice programs.

In response to the heightened interest in school choice as an approach to educational reform, the Secretary of Education requested the Virginia Board of Education to study the issue to facilitate future decision making regarding identification and implementation of viable choice options for Virginia. This report summarizes and presents information regarding school choice options currently proposed or implemented in Virginia and those implemented in other states.

Summary of Choice Options

Public school choice programs are those which allow parents to select their children's school or specialized program from a number of public schools which participate in the choice plan. Plans which allow students to transfer across school district boundaries are referred to as **Interdistrict choice**, while those that limit choice options to schools within a given school district are **Intradistrict choice** programs. A third category of choice plans in public schools is secondary/post-secondary program options, which typically allow high school students to enroll in alternative education courses, vocational education courses, college courses, or in special programs for students who have actually dropped out and wish to return to school. Within these broad definitions, there are several variations which are described in detail in this

report. However, some choice options, such as magnet schools and secondary program options, may be used in either interdistrict or intradistrict programs.

Most of the media coverage and public commentary surrounding school choice has focused on public-private school choice which broadens the concept to include private school options for parents. Vouchers, tax deductions, and tax credits are the mechanisms most often discussed for accomplishing this type of choice arrangement. Their purpose is to provide families with financial assistance to select private schools as opposed to public schools for their children.

History of the School Choice Debate

Milton Friedman: Economist Milton Friedman first proposed school choice through issuing education vouchers in 1955. Friedman's proposal would allow families to use vouchers to finance their children's education in the public or private school of their choice, creating a competitive free market atmosphere in education. Varieties of Friedman's voucher concept were debated in Congress, many state legislatures, and in the media during the 1970s and 1980s, with tuition tax credits receiving the most serious legislative consideration.

Politics, Markets, and America's Schools: Relatively little public debate occurred through the decades following Friedman's proposal until 1990, when John Chubb and Terry Moe of the Brookings Institution published Politics, Markets, and America's Schools (1990). Utilizing data from the "High School and Beyond" survey (Coleman, Hoffer and Kilgore, 1982; Coleman and Hoffer, 1987), Chubb and Moe provided statistical evidence that students who demonstrate high achievement in school are more likely to attend schools with high levels of independence and autonomy. The authors believed that these attributes are more prevalent in private schools, which are free of politically imposed bureaucracy. According to Chubb and Moe, when controlling for socioeconomic and ethnic factors, students who attend private schools achieve better educationally than students who are educated in public schools. Based on their statistical findings, these authors proposed a major restructuring of the system of public education in the United States. The key elements of their proposal are shown in Figure 1.

FIGURE 1

KEY ELEMENTS OF SCHOOL CHOICE AS PROPOSED BY CHUBB AND MOE

1) Public funds would flow directly from the states to schools based on enrollment, and all schools that receive public education monies would be labeled "public schools";

2) Parents would be free to choose the public or private school their children will attend;

3) Each district would have a "Choice Office" which would make information available to parents regarding all schools in that locality and monitor educational facilities within the area at a minimal level (i.e., teacher qualifications, school health and safety);

4) Each school would have sole authority for its governance; and

5) Any group or organization that applied to the state and met minimal criteria would be chartered as a public school and granted the right to accept students and receive public money.

SOURCE: Politics, Markets, and America's Schools, Brookings Institution, 1990.

Chubb and Moe asserted that adopting a free market system of public education creates competition which allows good schools to prosper while deficient schools are forced to either improve or close.

The work kindled the school choice debate to a high level of intensity. Proponents of public-private school choice employ the report's statistical findings to support the choice option they favor. Politics, Markets, and America's Schools has also drawn considerable criticism from a number of corners. For example, Glass and Matthews (1991) criticized the study's contention that the autonomous structure of private schools leads to higher student achievement and based their criticisms on several limitations in the methodology, namely:

1) Assuming that all variables related to student performance had been adequately examined in Chubb and Moe's analysis;

2) Assuming that school organization structures influence student achievement, but that the level of student achievement (and factors which are associated with that achievement) does not influence the type of school organization structure that is in place;

3) The weakness of the statistical relationship found between school organization and student achievement; and,

4) Not using achievement and school organization data from the same years (using 1980 and 1983 achievement data, but using 1983-1984 school organizational data).

While there clearly is not consensus that the findings of Chubb and Moe are a completely accurate interpretation of the enormous data base from which they were derived, their work has brought the issue of public-private school choice to the forefront as one of the most debated contemporary issues in education.

As the public-private school choice debate continued from the early 1960s to the present, concurrent developments were taking place under the descriptive umbrella of public school choice. Beginning in the 1970s, a number of cities, in response to desegregation orders, developed and implemented magnet school choice options with federal assistance. As the name suggests, these schools are designed to draw students to them. By offering specialized courses or methods of instruction, one intention of magnet schools is to attract students from outside their resident attendance zones. In effect, the early magnet school programs allowed parents to voluntarily integrate schools instead of participating in forced busing.

Since the introduction of intradistrict public school choice through magnet schools, numerous public school choice options have emerged. Throughout the late 1980s and into the 1990s, a variety of public school choice programs have been adopted on statewide and local scales. Examples of these programs will be provided in later sections of this report.

While numerous public school choice programs have been implemented, very few public-private choice plans have been attempted. Two voucher systems received considerable attention. The first took place in Alum Rock, California, and the second is currently being implemented in Milwaukee, Wisconsin.

The Alum Rock Experiment: In the early 1970s, the U.S. Office of Equal Opportunity sought to implement an experimental voucher program in a school district with a diverse student population. The Alum Rock, California school district was selected as the site for the project (Witte, 1990). Alum Rock's student population consisted mostly of minority students from low income families. When the voucher system was implemented, the district was suffering from financial adversity, and thus may have been more motivated to participate in the experiment than its more fiscally sound counterparts.

All public and private schools in the district were invited to participate in the voucher program. Approximately 50 percent of the public schools chose to participate, but none of the private schools chose to become involved. Many diverse and innovative programs were developed in the participating schools. Although family participation in the experimental program was limited, enrollment patterns in the district changed noticeably, reflecting parents' preferences for specialty programs. Eventually, enrollment caps were necessary in some schools due to demand beyond capacity. Problems surfaced involving continued employment for administrators and teachers who worked in schools where enrollment decreased. Such problems were

addressed by allowing these staff first priority to fill vacancies in the expanding schools.

While some schools experienced growth and others saw enrollment decrease during the voucher experiment in Alum Rock, family participation was limited throughout the duration of the project. During the third year, only 18 percent of the district's parents had applied to enroll their children in a school outside their attendance zone. Participation by families had been even lower in the first two years.

When student achievement data were analyzed, no consistent difference was detected between students who attended schools of choice and those who had continued enrollment in their attendance zone schools. Thus, the benefits of the experiment seemed to come most in the form of parental autonomy and educational innovation, not improved student performance as measured by tests of achievement (Witte, 1990). Furthermore, the lack of private school participation limited the experiment's usefulness for studying public-private school vouchers.

Milwaukee Efforts: The city of Milwaukee currently administers a voucher system created in 1990 by the Wisconsin legislature to enable 1,000 low income, inner city students to attend private, nonsectarian schools. The Wisconsin Court of Appeals overturned the program based on a technicality in the process used by Wisconsin to enact the legislation. This decision is being appealed to the Wisconsin Supreme Court.

Advocates and Critics Speak Out

Advocates of school choice believe that successful schools are those with a strong sense of purpose. Choice advocates assert that this sense of purpose results from increased autonomy for principals and teachers who are allowed to design programs that they believe best serve student needs. By increasing autonomy and decreasing bureaucratic oversight, schools will take advantage of strong leadership and creativity.

The concept underlying school choice is the free market system of economics. Advocates believe that if a free market system is employed in education, school administrators and teachers will be encouraged and allowed to develop programs that meet student needs and parental desires. Since educational needs, interests and learning styles vary from student to student, the free market system will enable the needs of students to be matched with the appropriate school or program. Advocates argue that applying free market principles to education will provide a system of rewards and sanctions to make educators perform better, be more responsive and compete for students. Parents who do not like a particular school or program will be able to "vote with their feet" and select a different school. A potential result, if a school does not improve, is closing or consolidating the school .

The idea of increased parental involvement is central to the choice advocates' position. The argument is two-fold. First, in districts without choice, a parent's only method of choosing his child's public school is by deciding in which school attendance zone to buy or rent a home, an option often not available to low income families. Choice puts low income families on equal footing with middle and high income families who have the ability to move to an area for its schools. Second, once parents make a choice, they may feel a greater sense of ownership in the school they select, leading to a greater sense of commitment to, and participation in, the school and their child's education. The advocates see this second aspect of parental involvement as critical because of research findings that academic success is related to the degree a child's parents value learning.

In addition to these arguments, the advocates see choice as a method to assist in desegregation efforts and improve educational outcomes since schools will begin addressing diverse student needs and learning styles.

On the other side of the debate are the critics of school choice who believe that the advocates present choice as a panacea for all the ills of public education instead of one component of a comprehensive plan to restructure education. Furthermore, the stated benefits of choice are largely based on theory since there is little valid evidence that choice improves student achievement and parental involvement, or that parents make choices based on the educational needs of the child. Also, critics believe that the supply and demand theory of the market system does not lend itself to providing classrooms, trained teachers and materials necessary for a child's education. If demand is higher than supply, someone will not get their choice of school and, at that point, school choice is moot.

Although advocates believe choice can assist in desegregation efforts, critics contend that choice may serve to resegregate the schools. The critics believe that resegregation may occur because, given the opportunity to choose a school, many parents will choose schools with a racial, ethnic and socioeconomic composition that is the same as their own.

While the advocates state that choice will decrease educational disparities, the critics believe disparities will widen because lower socioeconomic families will not make real choices because of transportation difficulties, inadequate information, housing patterns, cultural dissimilarity or fear of discrimination or harassment. The critics argue that if the best teachers leave more traditional schools to go to innovative schools, children whose parents do not send them to the innovative schools will not receive a quality education. In addition, disparities in school budgets will result. Since most school financing is based on enrollment levels, the critics believe that if parents choose to send their children to other schools or districts, there will be fewer students remaining and the resident school or district will lose resources, possibly forcing consolidation or closing. Furthermore, this movement of teachers may have a "ripple effect" on neighboring school districts. As teachers in one district experience job and salary changes, which may occur when

choice options are implemented, similar changes are likely in neighboring districts due to increased competition for teaching positions or demands for comparable salaries.

The critics also point out the need for increased resources to operate a choice program as a reason not to implement these programs. To the critics, choice is an expensive proposition for two reasons. First, implementation requires money for staff development, hiring additional staff, increased burden on existing staff, transportation costs, and administrative and marketing costs. Second, critics believe that private school students may come back into the public school system which can result in overcrowding and larger budgets.

Finally, where a choice system includes private sectarian schools, critics believe that constitutional issues involving the establishment clause of the First Amendment of the United States Constitution prevent public bodies from engaging in private/public school choice. In addition, critics believe private/public school choice also violates many state constitutions which may be more stringent on the issue of separation of church and state than the First Amendment.

Federal Activity Related to School Choice (1989-1991)

The United States Department of Education began an active campaign for school choice in the fall of 1989 when Secretary of Education Lauro Cavazos convened five regional meetings designed to elicit public comment on school choice. These meetings were attended by members of the U.S. Congress, state legislators, governors, school administrators, parents, teachers, students and business leaders. The United States Department of Education reported that the majority of the attendees were supportive of the idea, but that some had reservations regarding some aspects of choice, including equal access to all families (Choosing Better Schools, December 1990). Soon after these meetings, the United States Department of Education opened the Center for Choice in Education to serve as a resource for information and assist in the development and implementation of choice plans. The center monitors a toll-free telephone line to respond to requests for reports and other information on choice, conducts seminars, creates a resource bank, and conducts workshops for people interested in implementing choice programs.

In April 1991, in his "America 2000" plan, President Bush articulated his support of school choice by including it as the cornerstone of his proposal for nationwide school improvement. Subsequent to the President's proposal, its key elements were introduced as House Bill 2460 in the House of Representatives on May 23, 1991. The bill would authorize $230 million for fiscal year 1992 for grants to state and local education agencies to develop public-private school choice programs. The bill also includes a provision for parents to receive funds directly, which they may use to pay private school tuition if they choose to enroll their children in such a school. This proposed

legislation does not restrict parents' choice of private schools to nonsectarian institutions.

At the same time in the U.S. Senate, Senator Edward Kennedy (Democrat, Massachusetts) introduced the "Public Schools Choice Act of 1991" (Senate Bill 1136), which would authorize $100 million in fiscal year 1992 for grants to state and local education agencies to plan and operate public school choice programs. In contrast to the administration's bill, the Senate bill does not provide for payments directly to parents, nor does it authorize funding for public-private school choice programs.

In May 1991, the National Commission on Children approved its final report to the President and several committees in the House of Representatives and the Senate. Noting that some committee members favored recommending public-private school choice, the Commission "...encourage[d] states to explore school choice policies as part of an overall plan to restructure and improve public schools. School choices should only be implemented where accountability measures are specified and where the special needs of educationally disadvantaged students are addressed" (National Commission on Children, p. 207, 1991).

The Commission's recommendation supports interdistrict public school choice which includes the following characteristics:

1) Information regarding schools and programs and application procedures for each must be made available to all students and parents;

2) Only racial balance should restrict access to individual schools; and,

3) Federal, state and local education funds would be combined into "scholarships" and directed to the public schools that students and parents choose.

Study Scope and Methods

This study of choice was designed in potentially three phases:

- ❑ Phase I - Current Status of Choice in Virginia and the Nation
- ❑ Phase II - Viable Choice Options for Virginia
- ❑ Phase III - Implementation or Expansion of Choice Options

This report is the culmination of Phase I. This phase of the study was designed to accomplish the following objectives:

1) Develop, assess and present the school choice policy options that may be considered for Virginia;

2) Present a list of school choice policies implemented across the country; and,

3) Produce an annotated bibliography on school choice.

Methods employed included a survey of Virginia school divisions regarding the types and magnitude of school and program options offered to resident and nonresident students. The survey included items on whether divisions offer various types of intradistrict or interdistrict options to students and parents, the numbers of students participating, and how these options are administered by the divisions. Of the 135 divisions which received the survey, 127 responded for a 94 percent response rate. The study also included a comprehensive literature review, interviews with school division personnel and other state departments of education, and analysis of identified options.

Upon direction of the Board of Education after their review of this report, a second phase can be conducted to specifically assess viable choice options for Virginia; a possible third phase, again at the direction of the Board, could assess the implementation or expansion of options.

Organization of This Report

This report is organized into six chapters. This first chapter provides a brief description of the various types of school choice, some historical background, steps taken at the federal level to encourage school choice, and a review of the arguments of both advocates and critics of choice. Chapter 2 discusses the results of a survey conducted for this study and other research on parents as consumers of educational services. Chapter 3 discusses the various types of intradistrict public school choice and the policy issues inherent in this option. Chapter 4 discusses interdistrict public school choice options and the policy ramifications of this approach. Chapter 5 addresses public-private school choice and the various policy considerations this approach raises. Finally, Chapter 6 presents issues for further study.

Chapter II

The Role of Parents as Consumers

The kind and degree of school choice that will be meaningful in a community depends in large measure on how and why parents exercise choice. It is important to know, therefore, whether parents favor choice, what qualities parents want in their children's schools, and why parents make the choices they do. This chapter discusses the results of polls and surveys on parental attitudes toward choosing the school their child will attend and provides important insights for future consideration of choice options in localities and across the state.

Do Parents Favor Choice?

As part of the 1991 "23rd Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools," a question regarding parents' attitudes toward public school choice was included. Specifically, parents were asked whether they favored or opposed allowing students and their parents to choose which public schools in the community the students attend, regardless of where they live. Sixty-two percent of the parents polled favored this option, while 33 percent polled were opposed. Parents were also asked if they had the opportunity to choose their child's public school in the community, would they choose the one the child currently attends. Sixty-eight percent polled would choose the same school; 23 percent would choose a different school. These questions do not address the issue of public-private school choice.

A question regarding public-private school choice was asked in the 1991 Gallup Poll. The poll included the following question: "In some nations, the government allots a certain amount of money for each child's education. The parents can then send the child to any public, parochial, or private school they choose. This is called the 'voucher system.' Would you like to see such an idea adopted in this country?" Fifty percent of the parents stated that they favored such an option; 39 percent opposed the voucher system.

While these questions give us some general information about the public's opinion on choice, they do not provide specific information. For instance, the first question asks about choice of schools "in the community." The term "community" is undefined so it is impossible to determine parental opinion among the various approaches to choice. Parents need to be presented with all of the issues and logistics surrounding school choice before they can make an informed decision regarding whether they favor a choice proposal. In the words of Stanley M. Elam, commenting on the 1990 Gallup Poll (Phi Delta Kappan, September 1990) the results of both the 1990 poll and preceding polls indicate that "the idea of public school choice is attractive, much as motherhood, freedom, and apple pie are attractive. It remains to be seen whether choice plans can be carried out in ways that preserve other values that may be equally important to people" (p. 43).

What Do Parents Want In Their Children's School?

American families are increasingly mobile. Given this increased mobility and the growing interest in school choice, parents of school age children may be viewed as consumers to whom the product of education (educated students) must be marketed. School choice is frequently exercised by parents when deciding where to purchase a house. A survey developed to study the school characteristics preferred by parents was conducted by Bainbridge and Sundre (1991). They surveyed 5,352 parents nationwide who were planning to relocate in 1990. Results of this survey indicated that within the context of purchasing a new home, parents compare schools and school districts across a number of variables. Among the most notable of these findings are:

- Parents prefer school districts that spend the highest percentages of funds on instruction and teacher salaries as compared to buildings, guidance and counseling, and vocational/technical programs;
- Parents prefer school districts with the second-highest or average range on composite scores on scholastic exams as opposed to the very highest exam scores;
- Parents prefer to live in communities that have an average number of schools with small to average class sizes; and
- Parents frequently inquire about extended day programs, programs for gifted and talented children, extracurricular activities, school safety, and tax issues when deciding on the location of a new home.

In addition to the poll conducted by Bainbridge and Sundre, the 1991 Gallup Poll discussed in the preceding section asked parents to rate different factors that might be considered in choosing a public school for a child, assuming that choice was allowed. Parents were asked to rate the factors on a scale of "very important," "fairly important," "not too important," "not important at all," and "don't know." The results of the poll for the "very important" category are listed in Figure 2 in descending order of importance.

FIGURE 2
SCHOOL CHARACTERISTICS PREFERRED BY PARENTS

- ❑ Quality of teaching staff
- ❑ Maintenance of student discipline
- ❑ Curriculum
- ❑ Size of classes
- ❑ Grades or test scores of the student body
- ❑ Track record of graduates in high school, in college, or on the job
- ❑ Size of school
- ❑ Proximity to home
- ❑ Extracurricular activities, such as band/orchestra, theater, clubs
- ❑ Social and economic background of the student body
- ❑ Athletic program
- ❑ Racial or ethnic composition of the student body

SOURCE: 1991 "23rd Annual Gallup/Phi Delta Kappa Poll of the Public's Attitudes Toward the Public Schools"

In Choice Systems, What Factors Do Parents Consider When Choosing A School?

The qualities that parents say that they want in their children's schools may not be the same qualities that parents who actually participate in school choice programs consider when deciding. Unfortunately, because implementation of school choice programs is relatively new, there is little data on why parents make their choices. In the survey conducted for this study on school and program options available in Virginia, school divisions that provide parents with some school or program options indicated that parents made school and program choices mainly for convenience reasons, a desire for quality education, or to meet their child's individual educational needs.

Minnesota, a pioneer in the area of statewide open enrollment, is the only state that has compiled considerable data. Recently, the Minnesota House of Representatives research staff conducted a study of the Minnesota Open Enrollment Plan which has existed since 1987. Their study found that, of the 3,218 students who participated in the state's choice program in the 1989-90 school year, 40 percent of these students gave a reason for transfer on their application. Over 40 percent of the reasons given were for convenience such as:

- ❑ close proximity to their home or day care;
- ❑ close proximity to parents' place of work;
- ❑ planning to move in or out of the district; or,
- ❑ geographic proximity.

With the exception of geographic proximity, most convenience reasons were indicated on elementary school applications. Twenty percent of the reasons given were academic and most of these were given by secondary students. Only six percent of the reasons given included extracurricular activities or social reasons (Minnesota House of Representatives, 1990).

For students who transferred to school districts that were contiguous to their resident district, the most common reasons given for transferring were geographic proximity to the school district, a prior transfer agreement with the district, or the general environment of the school they were leaving or entering. For students who were transferring to districts that were not contiguous to their resident districts, the most common reasons given were day care or latchkey programs, change in residence, parents worked in another district, and academic reasons (Minnesota House of Representatives, 1991).

Conclusion

Polls have found more desire for choice within public schools than among public and private schools. As cited earlier in this chapter, "the idea of public school choice is attractive, much as motherhood, freedom, and apple pie are attractive. It remains to be seen whether choice plans can be carried out in ways that preserve other values that may be equally important to people."

Parents want high quality instructional staff and curriculum; good, not great, achievement on test scores; and small to average class size. They are less interested in extracurricular activities, composition of the student body, and athletic programs, although these are still factors they consider.

There is little data on why parents make their choices because of the limited number of sites available, but convenience and geographic proximity appear to be among the strongest reasons.

What is clear is the need for parents to have considerable information about choice options being considered and what each will mean to them and their children. It is then equally important for them to have a voice in what option is ultimately selected, so that it reflects what parents, as consumers, want to "buy."

Chapter III

Intradistrict Public School Options

Under intradistrict choice plans, parents choose their children's schools within their resident district. Intradistrict public school choice has been available under formal or informal arrangements across the country for many years. Any time parents receive permission to send their children to a school within their resident district outside their attendance zone, they have exercised intradistrict choice. Figure 3 indicates the number of divisions in Virginia that allow movement of students across attendance zones.

Figure 3

Option for Intradistrict Transfers in Virginia

Response Category	Number of Divisions *
Yes, subject to school division approval	63
Yes, subject to maintenance of racial/ethnic balances and school division approval	3
Not usually; only in exceptional cases	27
No, due to restrictions related to desegregation plans or orders	1
No, due to reasons unrelated to desegregation plans or order	6

* Low response rate for this item due to 28 divisions reporting no attendance zones operating in the division (i.e., all students in the division in a particular grade or school level attend the same school)

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Figure 4 shows the number of Virginia students taking advantage of this option.

Figure 4

Number of Virginia Regular Education and Special Education Students Exercising Transfer Option 1990-91 School Year

Students	Outside Attendance Zone	Program Options *
Regular Education Students	24,863	33,766
Special Education Students	10,306	1,165
Total Students Statewide **	47,085	45,789

* (i.e., magnet schools, gifted programs, alternative education for at-risk students, vocational-technical schools/centers, Governor's Schools, home instruction, dual enrollment)

** Total students statewide do not equal the sum of Regular and Special Education Students statewide due to several divisions only reporting total students and not by regular and special education students. The data for regular and special education students are based on 99 division responses; these totals do not include all divisions statewide and thus are actually higher. In addition, the data for approximately half (n=55) of the reporting divisions is based on estimates by the divisions and not actual counts.

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Types of Intradistrict Choice

In addition to simply allowing parents freedom and flexibility in selecting their children's schools within their districts (open intradistrict enrollment), three other intradistrict choice options are used around the nation: controlled choice, magnet schools and teacher initiated schools.

Controlled choice: This option is most frequently implemented either as a method of desegregation or as a method of parental choice that maintains a desired racial balance to prevent the resegregation of public schools. To accomplish this purpose, parents identify their top two or three school preferences; students are assigned to a school based on those preferences as long as racial balance is maintained.

Controlled choice originated in Cambridge, Massachusetts in 1981 to alleviate the city's school desegregation problems. The controlled choice experience was so positive in Cambridge that several other cities in Massachusetts -- Boston, Lawrence, Lowell and Fall River -- replicated it with local modifications. In addition to Massachusetts, several metropolitan areas

such as St. Louis and Minneapolis that participate in interdistrict school choice operate under a controlled choice plan.

In Boston, the controlled choice and attendance zone concepts are combined to decrease transportation expenses associated with movement of students across a very large school district. For Boston's controlled choice plan, the city is divided into three large attendance zones for elementary and middle school, each consisting of several traditional neighborhood attendance zones, carefully engineered to assure racial, socioeconomic, and ethnic diversity. There is a single citywide high school zone. Parents residing within each zone may apply to send their children to schools within their resident zone or to magnet schools which draw from the city at large. Applications are processed through a central location which is also responsible for disseminating information about the available choice options to all parents in their native language (Education Commission of the States, 1989).

Magnet schools: Magnet schools are schools with specialized curricula designed to draw students from a variety of racial, ethnic, and economic backgrounds, and may be incorporated into either intradistrict or interdistrict choice plans. Currently, magnet schools comprise 25 percent of all schools of choice (The Heritage Foundation Backgrounder, No. 760, 1990). Many cities established magnet programs in the 1970s to facilitate desegregation. Today, magnets are not only used for desegregation purposes, but also as one option in a more comprehensive choice system or school improvement program, or to increase enrollment in urban school districts losing students to the suburbs. Both Pittsburgh, Pennsylvania and Prince George's County, Maryland reported increased enrollment once magnet schools were introduced to those school districts (Kearns and Doyle, 1988). Some school divisions, such as Montclair, New Jersey, have gone to a comprehensive magnet school system. Montclair has turned all its elementary and secondary schools into magnet schools.

The curriculum focus in magnet schools is unique and generally unavailable in other schools. Examples of magnet school curriculum specializations include foreign languages, performing arts, mathematics, science and technology. Many magnet schools are created in cooperation with other public and private entities. For instance, Buffalo, New York has a magnet school at the Buffalo Zoo; and the Houston, Texas magnet program includes a school located at a local hospital.

With the exception of magnet schools designed for students who are designated as gifted and talented, magnet schools are generally open to all students who reside in the area participating in the choice program. Magnet schools designed for students who are gifted and talented, may consider measures of aptitude and talent along with the more universal goals of maintaining diversity and equity as factors influencing admissions.

Demand for magnet programs, however, frequently exceeds space availability. Three methods of determining which applicants are accepted are

prevalent: first-come first-served system; lottery system; or a combination of either of these two methods with a designated number of slots for students of different races.

Regardless of the method of student selection, it is not unusual for magnet schools to have space for only a fraction of those who wish to attend. As a result, many of these schools have long waiting lists. For instance, when Pittsburgh's magnet program opened in 1979, it attracted 1,500 students. In 1987, enrollment increased to 8,500 of the district's 40,000 pupils. For the programs where there is less demand, parents are asked to come on the day of registration and complete an application. For the more popular programs, 80 percent of the spaces are filled on a first-come, first-served basis by registering in person, with the final 20 percent being filled by lottery. As might be expected, the first-come, first-served method sometimes causes long lines to form, such as in 1987 when approximately 150 parents camped out in record-breaking cold, sleet and snow for six days to enroll their children in Pittsburgh's magnet schools.

Although magnet schools grew from the desegregation efforts of the 1960s and 1970s, critics claim that, rather than alleviating inequity, magnet schools promote it by making superior resources accessible to only a handful of students within the district or districts participating in the choice plan. Critics also assert that magnet schools "cream off" the best and brightest students, leaving fewer high achieving role models and peers for students who do not attend the magnets.

A system of magnet schools established over a ten-year period, beginning in 1974 in Community School District 4, East Harlem, New York City, drew national acclaim for improving student performance. Until the magnet school system was implemented, this school district consistently produced students who scored lower on standardized tests than students from any other New York City school district. Now District 4, with one of the highest percentages of students from socially and economically deprived backgrounds in the city, had aggregate student outcome data placing it approximately in the middle of the city's 32 districts.

District 4 was not the only school district that showed increased student achievement after the introduction of magnet schools. In 1976, Buffalo, New York had the highest proportion of students needing remediation of the five largest cities in New York. Ten years after the introduction of magnet schools, it had the lowest proportion of students requiring remediation (Kearns and Doyle, 1988). In fact, the United States Department of Education reported that 80 percent of the magnet schools in 15 urban districts showed higher achievement scores than their district averages ("Educating Our Children: Parents and School Together," 1989).

Many magnet schools are actually **schools within schools**. Choice plans which incorporate this option reject the belief that a school is synonymous with a building. In the school within a school configuration, a building houses

one or more discrete programs that are administratively separate and have different instructional and curriculum foci. New York City's District 4 magnet school program utilizes this option with 20 buildings serving 44 schools. Each building has one or more autonomous alternative or magnet schools in addition to the regular school. In Virginia, Portsmouth City Public Schools developed a system of magnet high schools which employs the school within a school concept. It should be noted, however, that this concept is not limited to magnet schools; it may be used for other programs as well.

Virginia operates one of the few statewide magnet school programs in the country, the **Virginia Governor's Schools**. Virginia Governor's Schools were established in 1982. These schools are designed to provide gifted and talented students with challenging educational opportunities beyond that available in their home school divisions.

The Governor's School program is not the only magnet school program operating in Virginia. Figure 5 outlines the magnet school programs available across the state. During the 1990-91 school year, eight school divisions accepted nonresident regular education students to magnet schools or programs. Roanoke City Public Schools have operated magnet schools since 1976 when the school division's first magnet school program opened at Fishburn Park Elementary School. Today, the school division has 29 magnet programs, located in nine different schools at the elementary, middle and high school levels. Most of these magnet schools are funded through a competitive federal grant for the development of magnet schools to prevent racial isolation.

Figure 5

Number of Virginia School Divisions Offering Division-Level Magnet Schools or Programs, 1991-92 School Year

Number of Divisions Offering Magnet Schools or Programs	14
Number of Magnet Schools or Programs Operated by These Divisions	62

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Teacher-Initiated Schools: The third intradistrict choice option is teacher-initiated schools, sometimes referred to as charter schools. These schools, like magnet schools, offer thematically focused instruction. They differ from traditional magnet schools, however, in their development. The framework for a teacher-initiated school is generated by a group of teachers and a principal who, acknowledging that students have diverse learning styles and needs, develop a plan for addressing some of those needs. This group of

teachers and a principal formally propose their model for a school to their school board and, upon approval, are granted a "charter" and their program is implemented. Teacher-initiated schools are managed by their teachers and principals in a bottom-up, site-based manner. Within an intradistrict choice plan, these schools serve the same function as magnet schools or any other specialized school within a controlled choice program. Several of New York City's District 4 magnet schools began as teacher-initiated schools. Michigan allows local school boards of education to charter public schools to certified teachers. If the initiative passes, funding will be provided either by the state, at the state average per-pupil expenditure, or the school district, at the local average per-pupil expenditure, whichever is greater. The Minnesota state board of education approved its first charter school in November 1991 and is considering several other proposals. Several other states are considering introducing charter proposals.

Specialized Secondary Program Options

The public school choice option most common in Virginia and other states involves specific program options available to students. Although most are available only at the secondary level, some exist at the elementary level. Program options also vary from locality to locality. Most options fall within the category of intradistrict choice; however, depending on the state or locality, some programs are open to students from neighboring districts. The extent to which secondary program options are available in Virginia is outlined in Figure 6. A description of the more common options follows.

Dual enrollment: Sometimes referred to as a postsecondary option plan, this choice option allows high school students, usually seniors, to take courses in colleges and universities. Typically, participating students earn both high school and college credit while taking these courses. Depending on the program and the student, the student may attend college full-time or split the time between high school and college. Usually, participating students are eligible for all high school activities. The intent is to offer students challenging and motivating learning experiences, and at the same time, shorten the amount of time needed to earn an undergraduate degree. Community colleges and four-year colleges and universities participate on a voluntary basis.

States with these programs include Florida, Virginia, Minnesota, Ohio and Colorado. The funding for these programs varies from state to state. In Virginia, 32 of the 107 school divisions offering a dual enrollment program pay all costs associated with the program; 25 divisions pay some costs associated with the program. In Minnesota and Ohio, the state pays for tuition, books, materials and fees and the local school division's state aid is reduced by a corresponding amount. In Colorado, the state pays the tuition costs and state aid to the school division is not reduced. In Florida, the students must remain enrolled in their high school and limit the number of college courses. In return, there is no tuition fee (Odden, 1990).

Figure 6

Number of School or Program Options Offered by Virginia School Divisions, 1991-92 School Year

School or Program Option	Number of Schools or Programs Statewide	Number of Divisions Offering Option	Number of Divisions Reporting Selection or Admissions Criteria
Magnet schools or Programs	62	14	9
Alternative Schools or Full-day Programs for Gifted Students	73	19	20
* Alternative Schools or Full-day Programs for At-Risk Students	249	79	67
Vocational-Technical Schools or Centers	88	80	38
Home Instruction	120	120	-
Dual Enrollment	107	107	-

* (i.e., potential and re-entered dropouts, pregnant girls, regular education students with behavioral problems, Limited English Proficiency students, early childhood programs, etc.)

Transportation arrangements also vary from state to state. In Minnesota and Ohio, parents provide the transportation and the school division reimburses parents for the associated costs (Minnesota only reimburses low income families). In Florida, the local school district provides the transportation and the school division and postsecondary institution share the costs according to local agreements. Colorado does not provide transportation (Odden, 1990).

Advanced Placement: Another area where choice has been incorporated into secondary programs is with Advanced Placement courses. Advanced Placement (AP) courses are required to be offered by all of Virginia's public high schools. These courses are more rigorous and demanding than other courses. Eligibility for enrollment in AP courses may vary in school divisions, but generally, high school seniors with outstanding academic records are able to take these courses. AP courses are so designated on high school transcripts, and they receive additional weight when calculating class rank.

Alternative Education: This term describes any program other than the traditional curriculum that may be chosen by students to meet their perceived learning needs. The National Commission on Children acknowledged the wide array of alternative educational opportunities provided in public schools across the nation. The Commission urged the expansion of those programs designed to address the learning needs of students who are at risk of dropping out of school (National Commission on Children, 1991). Alternative educational programs respond to state and local needs and resources, rendering them as diverse as the communities in which they are found.

Alternative educational settings or approaches may appeal to students for many reasons. Students who are gifted and talented may seek alternative programs that are more rigorous and challenging than that provided in the regular curriculum. Pregnant students may not be comfortable attending their neighborhood school, and thus may choose a setting specially designed for their needs. Some students may realize that their interests are best addressed through technical or vocational education. Other students may find that they cannot conform to the traditional school day or rules and, thus, seek an alternative, more satisfying environment that helps form a bridge between school and work.

Recognizing that the traditional curriculum does not meet the learning needs of all students, both the Standards of Quality for Public Schools in Virginia and the Standards for Accrediting Public Schools in Virginia specifically require the provision of alternative education for students whose educational needs are not met through standard programs. Program options, specifically required for accreditation, include:

- Vocational education;
- Technical training leading toward professional training programs or a technical college curriculum;
- Liberal arts training for college preparation; and,

- ❑ Access to at least two Advanced Placement courses or two courses for which college credit may be earned.

Each school division in Virginia provides each of these secondary program options within the parameters of local needs and available resources.

Alternative education programs which serve students considered at risk of failing or dropping out are often referred to as "second chance programs." These programs are the primary focus of much of the literature on school choice. The alternative can be in another high school in their resident school district, in a high school in another district, in a separate facility which serves as an alternative school, or in a postsecondary setting, such as a community college or technical training center. Many programs provide counseling which focuses on students' taking control of, and responsibility for, their educational outcomes and allowing them to choose the type of training and learning environment they feel is most appropriate for their needs. Some states, such as Colorado and Minnesota, have statewide second chance programs. A Colorado pilot program allows school dropouts to attend certain out-of-district public schools, vocational or technical centers, or adult education programs.

Localities across the country have implemented second chance programs as a method of drop out prevention. In Shreveport, Louisiana where the estimated number of students at risk of dropping out ranges from 30 to 40 percent, the Caddo P.M. High School was opened to address this problem (Baldwin, 1990). In 1991-92, approximately 300 students enrolled in the school. They attend school from 5:00 p.m. to 8:45 p.m., Monday through Thursday. The students take a regular high school curriculum and work toward a regular diploma. According to John Baldwin, Assistant Principal at the school, the students "leave their day schools for a variety of reasons -- some fall behind their age group academically; some have trouble arranging for child care; some have to go to work to help their families out financially; [and] quite a few simply cannot get along with the school administration or have trouble getting to class by 7:45 a.m." (Baldwin, p. 30, 1990). Some of the students were considered discipline problems in their regular high school but not in the P.M. School. At least for some students, it appears that a change in environment is necessary for the student to continue his or her education.

Both Stafford County and Spotsylvania County, as well as other school divisions in Virginia, offer alternative schools for high school dropouts who wish to finish school. These schools do not operate as conventional schools. The hours of school are different, the students' schedules are flexible and the physical location of both programs is separate from the regular high schools.

Because secondary program options are already prevalent in Virginia and other states, most policymakers are aware of the issues surrounding these programs and further discussion is not necessary.

Home Instruction

Some parents, upon examining all public and private school choice options available, choose to educate their children at home. In Virginia, the 1984 General Assembly amended the Code of Virginia to allow parents to teach their children at home in lieu of compulsory school attendance requirements if the parent meets the requirements outlined in Figure 7.

FIGURE 7

PROVISIONS FOR HOME INSTRUCTION

In Virginia, parents may elect to provide home instruction in lieu of school attendance if the parent:

"(i) holds a baccalaureate degree in any subject from an accredited institution of higher education; or
(ii) is a teacher of qualifications prescribed by the Board of Education; or
(iii) has enrolled the child or children in a correspondence course approved by the Board of Education; or
(iv) provides a program of study or curriculum which, in the judgment of the division superintendent, includes the standards of learning objectives adopted by the Board of Education for language arts and mathematics and provides evidence that the parent is able to provide an adequate education for the child."

SOURCE: Code of Virginia, Section 22.1-254.1

Parents who elect to educate their children at home are required to provide evidence to the division superintendent that the child is achieving an adequate level of education. Department of Education data indicate that in the 1990-91 school year, 2,538 families taught 3,816 children in their homes. This number increased by thirty percent from the 1989-90 school year.

When considering choice options for Virginia localities, the effects the choice program will have on home instruction must be considered. Will more parents opt for home instruction? Will some parents who are currently electing home instruction choose to enroll their children in a public or private school of choice? If a voucher system is implemented, will parents who elect to instruct their children at home be eligible for voucher money as the cost to them for educating their children at home?

Policy Issues Surrounding Intradistrict Choice

Because intradistrict public school choice plans are local initiatives, they differ considerably depending on local needs and priorities. Local policymakers and program planners need to consider a number of factors and confront many questions prior to making a commitment to a particular option. Some of the considerations which may apply are discussed below.

Funding: Intradistrict choice plans do not involve the transfer of funds between districts. Therefore, funding issues are less complex, relative to other choice options. There are, however, a number of fiscal considerations that must be addressed in the process of designing and adopting intradistrict choice options. All intradistrict choice options require some level of commitment to funding new and innovative programs. Additional funding is required to establish specialized programming for magnet schools and the innovative methods and programs necessary to create true differences among schools. Any use of specialized programming, new teaching methods, or site-based management will likely require staff development and training. Once the cost of new programming and methods is determined, policymakers can then determine how these programs and schools will be funded.

Additional transportation costs are another factor when developing an intradistrict choice option. In large school districts, it is likely that intradistrict choice will require increased transportation of students throughout the school district if transportation is provided by the district. In smaller districts, an increase in the transportation budget may be avoided by changing routes and schedules without increasing mileage, number of buses and staff. However, "inefficient" bus trips with low ridership per trip are a possibility. Also, any time bus routes and schedules are changed, additional staff time is required to provide information on the new routes and schedules, and manage parental concerns.

Some of the intradistrict options may also require expansion of facilities that house programs for which there is significantly more demand than space. Expanded facilities are not always necessary; for instance, when the first magnet program became full and waiting lists developed in New York City's District 4, the school division opened another similar program on one floor of another school building. This pattern continued until there were 44 schools in 20 buildings. This is one of the advantages of the school within a school approach. While the program requires creativity in using existing facilities, a program can be implemented without expanding facilities.

School divisions implementing intradistrict choice must also incorporate costs associated with disseminating information regarding the options available to parents and students. For intradistrict choice, the cost of providing this information is generally not as high as those associated with interdistrict choice options, mainly because the number of people and the area that the information must reach is smaller. Also, the method of communication may be more limited and therefore less costly, than in interdistrict choice (e.g., local newspapers, community meetings and school mailings versus television and radio spots, and statewide mailings, newspapers, and meetings).

Finally, school districts with a large number of students attending private schools should anticipate some of those students returning to the public schools to attend the new programs. For instance, once Pittsburgh, Pennsylvania established its magnet school program, thousands of parents removed their children from the area's parochial or private schools and enrolled them in the

Pittsburgh public schools. Additional students require additional teachers, staff, and classroom space. These costs can be a major factor in developing the budget for intradistrict choice.

Transportation: This is one of the most crucial elements of any choice program. In those which claim desegregation and equity as their main objectives, transportation is an important means to those ends. When considering whether to provide transportation and to whom to provide that transportation, policymakers must consider the goals of the intradistrict choice program and whether those goals will be facilitated by the transportation decision. Without publicly funded transportation, many parents are not able to send their children to the school of their choice either because of finances or the logistics.

In Virginia, a school division is not required to provide for the transportation of its students unless the student is eligible for transportation services as a disabled child (Code of Virginia, §22.1-176). Of the 93 school divisions in Virginia that allow students to attend schools outside of their attendance zones, 25 provide transportation to those students. Eighty-eight school divisions provide transportation across attendance zones for students attending specialized programs such as vocational education centers, Governor's Schools, alternative education, and magnet schools.

As discussed in the funding section, the issue of transportation does not create as many problems for school districts implementing an intradistrict choice program as opposed to an interdistrict choice program, but it does create some problems. In larger divisions, there will likely be a need for more routes and buses; although, in some urban areas an increase has not been necessary due to sufficient public transportation.

If provided, the first question is whether transportation will be provided to all students. Some school districts provide transportation to all; many provide transportation only to those students who are considered low-income (usually those students who qualify for reduced or free lunch). Some states, such as Ohio, do not provide transportation but reimburse low-income parents for the cost of transportation.

Admissions: When developing admissions criteria and methods, school divisions implementing intradistrict choice will need to consider issues of racial balance, desegregation orders, equity and fairness that arise with each option for admissions criterion. Seventy-one of the 93 Virginia school divisions that offer intradistrict choice have written policies, procedures, or regulations. Thirty-six divisions have written policies, procedures or regulations regarding attendance at alternative education programs.

Admissions criteria for intradistrict choice plans vary from district to district. Magnet schools may have specific criteria based on academic achievement, competency, special talent, etc. For instance, nine of the 14 Virginia school divisions with magnet school programs have admissions criteria

for those schools. Other intradistrict choice plans generally do not have this type of criteria. Most plans admit students on a first-come first-served basis subject to availability of space. In most districts, admissions cannot be based on academic achievement (except for magnet schools), athletic ability, disabling condition, English language proficiency, or past disciplinary problems. As noted earlier, in controlled choice programs, all admissions are subject to maintaining racial balance. In all choice programs, existing desegregation orders supersede all admissions criteria.

While most divisions use a first-come first-served system, others use a lottery system which is also subject to desegregation orders and specified racial balances. One strong argument for the use of a lottery is that choice is intended to allow all students to benefit from a program regardless of socioeconomic status, ethnicity, and race. Argument favoring the lottery method is based on a belief that parents in lower socioeconomic groups are at a disadvantage. It is believed that these parents may lack information, may not understand the process, or may have logistics problems which limit their choices. To give all parents and students an equal chance, a lottery system may be the best method where the demand for a school or program exceeds space availability.

However, some parents in areas that use first-come first-served selection methods are opposed to the lottery system. They believe that the lottery system allows parents who do not have a strong preference or who do not (or cannot) aggressively participate in a first-come first-serve system to take choices away from parents who have strong preferences.

Admissions methods also need to include provisions for parents to identify first, second and third choices. In large districts, more preferences may be afforded. For instance, in New York City's District 4, all junior high schools are schools of choice; every student must choose a school and is asked to list six preferences. In addition, a mechanism is needed to allow parents to appeal if they believe that their request for transfer is denied unfairly.

If a school division considering intradistrict choice has more than one high school, a policy regarding competitive extracurricular activities should be established. Such a policy would address the movement of athletes or other competitors from school to school solely for the purpose of participating in extracurricular competition.

The final admissions issue is that of "school jumping." While parents must have some ability to retract a choice if they believe it is no longer appropriate for their child, consideration must be given to the administrative burden this presents for the school division. There are a variety of ways to address this issue including:

- allowing parents a set number of choices per child in a given number of years;

- allowing only one transfer per grade level grouping (e.g., one transfer in elementary school, one transfer in middle school, etc); and

- developing an extensive application process that parents must follow to change schools.

Of course, whatever method is used, provisions for extenuating circumstances are needed.

Equity and Desegregation: As discussed earlier, equity and desegregation are the desired outcome for some intradistrict public school choice programs, such as controlled choice. The potential effect of any choice plan on existing desegregation efforts is a major consideration. For instance, some school divisions in Virginia still operate under court-ordered desegregation plans. However, only one school division in Virginia reports that it does not allow intradistrict choice because of restrictions related to desegregation plans or orders. School divisions operating under a court order must make sure that the choice option can be operated in a manner that will not violate the court order. These divisions require a system for monitoring the choice program to ensure that it is not having the effect of resegregating the school division, racially or economically.

Information on available choice options should be geared toward all parents and designed so that it does not have the effect of creating inequities or resegregating the schools because some parents did not have adequate information to make a knowledgeable choice.

Finally, any school division that implements an intradistrict choice program must ensure that it is providing a quality education at all its schools and not just at its innovative "nontraditional" schools or at its magnet schools. Parents who choose to have their child attend their neighborhood school, a traditional school, or who cannot get their choice because of lack of space, late application, etc. should be assured that the school their child attends will still receive adequate funding and attention. One way of improving all schools through choice includes transferring innovative practices developed at choice schools to traditional schools in the district.

Dissemination of Information: Adoption of an intradistrict choice plan can significantly impact students and families. Within the traditional attendance zone system, parents have neither the privilege nor the responsibility of selecting the school setting that best matches their children's learning needs. Given that the one attribute common to all school choice plans is some degree of parental freedom to choose their children's school, parents exercising school choice can consider a number of variables prior to actually making those selections. To facilitate parents' educational decision making, it is the collective responsibility of all participating schools and school divisions to provide families with accurate, complete, understandable, and readily available information. In addition to specific information regarding schools, programs,

admissions policies and available services, some parents need information on the criteria on which their selections should be made. Many parents are not accustomed to making choices within the system of public services; these parents may need assistance in becoming informed consumers. This can be accomplished by posing several general questions for parents' consideration, such as the following questions suggested by the Minnesota Department of Education:

1. What characteristics do I want in my child's school?

2. What are my child's unique learning traits, strengths, and weaknesses?

3. What is the best combination of school location, transportation, and child care for my family?

(Minnesota Department of Education, 1988)

In addition to these general questions, Figure 8 gives a list of the kinds of information needed to assist parents.

FIGURE 8

Information Needed by Parents for Making Choice Decisions

- ❑ How the choice plan operates;
- ❑ Factors to look at when choosing a school;
- ❑ Description of the choices;
- ❑ Information on transportation;
- ❑ How to schedule school visits;
- ❑ Description of the staff;
- ❑ Curriculum offered and program emphasis;
- ❑ Extracurricular activities offered;
- ❑ School or program policies including policies on discipline;
- ❑ Information on facilities;
- ❑ Opportunities available for parental involvement; and
- ❑ Teaching philosophy.

Most school districts with choice options provide parents with a comprehensive guide to the schools and programs. For instance, Minneapolis, Minnesota and Worcester, Massachusetts provide parents with a guide that describes the programs and schools in detail. The Minneapolis guide includes descriptions of the learning environment, curriculum, role of the teachers, role of the parents, and program location. For example, Minneapolis provides parents with 13 alternative programs at the elementary school level; the section of the

Minneapolis Public Schools Program Guide describing these elementary school programs is included in Appendix A.

To make choice available to all parents, school divisions must develop a comprehensive information campaign designed to reach all families in their native language. In Cambridge, Massachusetts, a massive campaign is conducted, including providing a bilingual telephone hotline, choice counselors, and printed information that is disseminated throughout the community; information on choice programs is even printed on grocery bags. The Cambridge system goes one step further to reach all families by sending choice counselors to visit all area families that qualify for welfare (Sylvester, 1989). In St. Louis, Missouri, parents are informed of the available choice options through radio, television and newspapers. Additional information is mailed to the homes of families and disseminated at community events. Figure 9 outlines the methods Virginia school divisions use to inform parents and students of intradistrict options.

Figure 9

Number of Virginia School Divisions Using Various Methods to Disseminate Information to Parents and Students on Attending a School Outside Their Attendance Zone and/or Program Options

Dissemination Method	Number of Divisions Reporting Use of Method
● Information mailed to Parents	27
● Information sent home with students	39
● Students informed at school	64
● Inform parents and students at frequent school functions	44
● Inform through formal public information campaigns	42
● Inform parents during teacher or staff conferences	57
● Inform upon request	50
● Other (i.e. inform through publicly available policies/regulations, announcements at public libraries, media coverage of board hearings, informally or case-by-case basis)	6

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Regardless of the methods used to disseminate information, policymakers must ensure that all parents have as much information as possible if they are expected to make informed educational choices for their children.

Administration: Depending on the choice option being considered and the uniqueness of the school division, the administration and implementation issues will vary. One which must be addressed is the issue of site-based management. Many of the choice options employ site-based management to some extent. For instance, New York City's District 4 schools utilize a great deal of site-based management in their schools. Teachers are involved in the day-to-day management of the school and they are involved, to some extent, in the hiring of other faculty members. As mentioned earlier, many of the District 4 schools are teacher-initiated so teachers are involved to a great extent in the curriculum and the teaching methods used in the school.

The involvement of teachers in the management of the school and in decisions surrounding curriculum raises another consideration when implementing choice options. Will teachers and administrators be given a **choice of work site** as parents are allowed to choose their children's schools? For instance, if a teacher favors open education as opposed to a more traditional approach, one would assume that the teacher will be happier and more productive teaching in a school that coincides with his or her choice in teaching style.

If an intradistrict open enrollment option is being considered, policymakers must decide in advance how they will deal with schools that are not chosen as often and what will happen to the administrators and teachers in those schools. Will there be a system of penalties for schools that fail to attract students or will those schools be offered technical assistance to improve any perceived deficiencies? If schools are forced to close or consolidate, will the administrators and teachers from those schools simply lose their jobs, be transferred or be given first priority for job openings elsewhere in the school division? These issues must be considered carefully in light of the labor relations issues that arise when teachers and administrators are transferred or dismissed. If schools are forced to close or consolidate, how will this affect neighboring school divisions? Furthermore, if schools are closed, what will happen to the school building?

Parental Involvement: One of the oft cited goals of choice is to increase parental involvement in their child's education beyond the opportunities currently occurring in the schools. In Minneapolis, parents are involved in numerous ways which vary from school to school. Parents are:

- Encouraged to volunteer at the school;
- Told that they are welcome to visit the classroom;
- Encouraged to serve on school committees including task forces on special education integration and environmental education; and,
- Asked to be active participants in extended learning activities and language immersion programs.

Evaluation: Finally, an essential component of any choice program should be evaluation. An evaluation must be designed and conducted

periodically to determine whether schools are increasing or losing enrollment, why there are enrollment changes, what should be done with the schools that are losing enrollment, how students are performing, and how satisfied staff, parents and students are with the program. Closing a school should not be the first response to enrollment loss. The first alternative should be to examine what is wrong and to identify relatively simple solutions that can help the school increase enrollment.

A second alternative approach may be to determine if the school should change its focus. For instance, if a school that is not attracting students operates under the philosophy that children should be grouped with children of various ages and levels and every subject is team taught, but there is a waiting list for the school that operates under a more traditional approach of a single teacher who directs the classroom activities of children who are at the same grade level, one solution may be to change the focus of the first school to a more traditional approach. Another solution may be to have two schools in the same building, one that will serve the small number of parents who want the "nontraditional" school and another that will serve the parents who wish for their children to attend the more traditional school. Only after considering these alternatives should closing a school be considered.

Role of the State Education Agency

Of all possible public school and public-private school choice options, intradistrict choice has the least potential for involving the state education agency. Unless mandated by state statute, it is not necessary for local intradistrict choice plans to comply with regulations above that currently required by state and/or federal law, nor would the choice plans automatically require an increase in state support. The state education agency would continue to monitor laws and regulations for compliance.

The relationship between the state and local education agencies could be expanded, however, in several ways, however. The state education agency could provide technical assistance for the development and implementation of the choice program, including needs assessment, cost analysis, and program development. At a minimum, state education agency staff could serve as a resource to school divisions and provide them with information on other localities statewide and nationally that have implemented particular choice programs.

Going further, the state education agency could provide planning and development grants for local school divisions to put intradistrict choice options in place. These grants could be similar to the federal grants that are currently provided to school divisions across the country that wish to develop a magnet school program. One Virginia school division superintendent, in an interview, commented that he would like to expand his school division's magnet school program and wished that the Virginia Department of Education would develop a competitive magnet school grant program.

Also, the state education agency could become involved by assuring that any intradistrict choice program is integrated with any statewide choice programs that are implemented, and by assisting school divisions in assessing the outcomes of their intradistrict choice options.

Conclusion

The most widely implemented approach to choice is intradistrict choice. Controlled choice within a district began as a remedy for segregation. Magnet schools, which represent 25 percent of all schools of choice currently, were also begun as a remedy to segregation, and have since been expanded to meet various other goals, including educational reform. Magnet schools have shown improved student achievement, but have also been criticized as syphoning needed resources away from remaining schools in a district. Virginia Governor's Schools are one of the few statewide magnet programs in the country.

Also included in intradistrict choice are specialized secondary program options, established to meet specific student needs, such as advanced courses and alternative educational settings and programs for educationally at-risk students. Home instruction is also a specialized choice option which operates in Virginia and other states.

Intradistrict choice introduces most of the major issues associated with implementing choice in public schools. These include funding, transportation, admissions criteria, equity and desegregation, dissemination of information, administration, parental involvement, and evaluation. The literature and practice in other states indicate that:

- Provision of transportation for students to the schools of their choice makes any choice program more viable;
- Only adequately informed parents can make selections among the options offered;
- Carefully thought out admissions criteria and approaches can maintain desired racial balance and gains in equity in the district;
- With good and diverse schools throughout the district, real choice can exist;
- School enrollment gains and losses may occur but the impact can be minimized;
- Parents may become more active in their "chosen" schools, but evidence is spotty; and,

- Evaluation of a variety of results would provide important information for the future of the program and the students.

In intradistrict choice, the role of the state education agency would change little from the role it currently plays. Since all "choice" schools would be public schools, they would remain subject to the same state and federal regulations. The state Department of Education could expand its role, upon request, to assist in the smooth implementation of an intradistrict choice plan and perhaps offer developmental grants to localities for these purposes.

Chapter IV

Interdistrict Public School Choice

Any approach which allows students to transfer from a public school in their resident school district into a public school in another district is referred to as interdistrict choice.

The goals of interdistrict choice programs may vary from location to location. In many sites, the goal is simply to allow more equitable access to a variety of educational programs to families. Some metropolitan areas which have entered into interdistrict choice programs have done so as a means to reach a desired racial balance in an urban school district, with increased family options as a desirable secondary end. The goal of introducing competition, presumably resulting in improved outcomes for all participating schools, is frequently an implicit, if not explicit, goal of interdistrict choice. Theoretically, the ability of families to select their children's schools will result directly in higher enrollments for "good" schools, forcing others into a period of retrenchment, characterized by a loss of personnel, resources, and prestige, which will presumably result in either school improvements or closings.

Types of Interdistrict Choice

There are three main configurations of this option - choice among schools in contiguous school districts, choice within metropolitan area schools, and statewide open enrollment.

Contiguous School Districts: In its most restrictive form, interdistrict choice is limited to contiguous school districts, allowing families to enroll their children only in other school districts that share a common border with the resident district. Ohio currently has an interdistrict choice program which limits choice to schools in contiguous or bordering school districts. Figures 10 and 11 indicate the number of school divisions in Virginia that admit regular education students who are not residents to a school or program in the division. The number of students taking advantage of the option is provided in Figure 12.

Figure 10

Number of Virginia School Divisions Admitting Nonresident Regular Education Students to a School or Program in the Division

Response Category	Number of Divisions
● Yes, subject to school division approval	103
● Yes, subject to school division approval and maintenance of racial/ethnic balances	3
● Not usually, only in exceptional cases	15
● No, due to restrictions related to desegregation plans or orders	0
● No, due to reasons unrelated to desegregation plans or orders	6

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Figure 11

Number of Virginia School Divisions Reporting Nonresident Regular Education Students Attending Various Schools or Programs in the Division

Type of School or Program Option	Number of Divisions Reporting Nonresident Student Attendance
● Regular elementary schools	103
● Regular middle schools	86
● Regular secondary schools	100
● Magnet schools or programs	8
● Vocational-technical schools or centers	36
● Governor's Schools	6
● Dual enrollment program	10
● Alternative schools or programs for gifted	6
● Alternative schools or programs for at-risk	15

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Figure 12

Number of Virginia Regular Education and Special Education Students Who Attended a School or Program in Another Virginia School Division, 1990-91 School Year

Students	* Number Attending A School or Program in Another Virginia Division
Regular Education Students	5,973
Special Education Students	436
* Total Students Statewide	6,701

* Note: Total Students Statewide does not equal the sum of Regular and Special Education Students Statewide due to several divisions only reporting total students and not by regular and special education student. The data for regular and special education students are based on 111 division responses; these totals do not include all divisions statewide and thus may be higher. In addition, the data for approximately half (n=55) of the reporting divisions is based on estimates by the divisions and not actual counts.

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Metropolitan Areas: A second form of interdistrict choice involves all school districts in a defined metropolitan area. Often, such choice programs include an urban school division in which one or more magnet schools are located and the suburban school divisions which surround it. These programs are often designed to prevent racial isolation. In this type of interdistrict choice, it is common for students who reside in a suburban district to apply for enrollment in a school in the urban district of the metropolitan area. At the same time, students from the urban area may apply to attend a school in one of the surrounding communities.

Several large metropolitan areas in the country are operating this kind of interdistrict choice program. In response to a federal court order to desegregate Milwaukee, Wisconsin's public schools, a consortium of 24 public school districts in the Milwaukee metropolitan area, The Compact for Educational Opportunity, was created to encourage school integration throughout the metropolitan Milwaukee area. Under the program, urban minority students are allowed to attend schools in any of the 23 participating suburban districts and suburban white students are allowed to attend the Milwaukee City Public Schools. St. Louis, Missouri also operates a similar program with surrounding suburban districts. In Virginia, Roanoke City Public Schools, Roanoke County Public Schools, and Salem City Public Schools have entered into a cooperative open enrollment agreement in which students are admitted to the neighboring districts. The open enrollment agreement has existed since November 1990. There are some concerns, however, regarding whether the Roanoke Valley

open enrollment plan may actually increase racial isolation. All three school divisions are working together to prevent this effect.

Statewide open enrollment: Under this most ambitious form of interdistrict choice, a family may apply to enroll their children in any public school in the state. A few states have enacted legislation authorizing statewide open enrollment plans. The first statewide plan was in Minnesota in 1987. Prior to this legislation, many Minnesota school districts participated in informal interdistrict choice plans. The Minnesota plan, the model for plans which followed in other states, was phased over a four-year period. During the first two years, school districts were not required to participate. During the 1989-90 school year, school divisions with more than 1,000 students (96 percent of Minnesota's school divisions) were required to participate. Participation became mandatory for all districts in the 1990-91 school year. Although called a "mandatory" program, a district may prevent all nonresident students from entering by declaring itself closed by school board resolution. A district may also limit the number of nonresident students because of capacity of a specific program, class, grade level or building. While the program is the oldest statewide open enrollment plan in the nation, there is still no comprehensive evaluation of the program. Available statistics are limited to the 1989-90 school year in which less than one-half of one percent of the students exercised their option to attend a school district other than their district of residence.

In addition, Colorado, Nebraska, Iowa, Arkansas, Kentucky, Idaho, California (limited to the school district in which the parent either lives or works), Massachusetts and Utah implemented choice plans allowing some degree of statewide open enrollment. Colorado is currently piloting open enrollment under a cooperative grant program. The Colorado legislature appropriated approximately $300,000 to be apportioned to three sites for the 1991-92 school year. The Colorado Department of Education selected three sites to receive the grant award, one each from three geographic regions of the state. The applications were judged according to scope, viability, uniqueness, equity, length of commitment to the program beyond pilot funding, and potential to fulfill a set of evaluation criteria.

The Nebraska legislature passed legislation which phased in an open enrollment program beginning in the 1990-91 school year. In 1990-91, the open enrollment program was voluntary. During the 1991-92 school year, at least five percent of the students enrolled in any resident school district must be allowed to move to an option district if they request a transfer. It is voluntary for a district to receive nonresident students. In 1992-93, a school division must allow ten percent of its students to leave the resident district; and in 1993-94, there will be no restriction on the number of students who may leave, except where desegregation orders would be violated.

Iowa implemented a similar program starting in the 1990-91 school year with a limit of five percent of a division's students leaving the first year, ten percent during the 1991-92 school year, and no restriction on the number of transfers after the 1991-92 school year. Districts with desegregation plans were

not required to participate until the current school year to allow time to develop a new plan. Regardless of the restrictions on the number of transfers, a resident district cannot refuse to allow a student to transfer to another district if such refusal would result in siblings being enrolled in different school districts.

The Arkansas open enrollment plan is more complicated. A student may transfer from the resident district to another district within a county as long as all districts within a county have a student population of 10 percent or less minority students; or as long as the white and black enrollment percentages for both school districts remain within a range published by the Arkansas Department of Education. A school board may adopt a resolution that will not admit any nonresident pupils pursuant to the open enrollment legislation.

One state has taken a totally different approach to statewide open enrollment. Beginning in 1996, parents in Kentucky may transfer their children to another district if the resident school district does not meet new educational guidelines enacted by the Kentucky legislature. This measure is part of the total restructuring of education in Kentucky and is seen as a method of encouraging school divisions to meet the new educational guidelines.

Not all school districts are enthusiastic about participating in an interdistrict choice program. Many school boards feel that it is not necessary to enhance their existing programs. Others feel that open enrollment will increase inequities. In Massachusetts, many school divisions are not participating because of problems with the funding formula; others have opted to participate in order to guard against losing enrollment. The Superintendent of Lenox Public Schools noted, after the school district decided to participate, "We would not have done it if our neighbors had not done it" (Education Week, September 11, 1991, p. 17). At least one suburban school district , Brookline, Massachusetts, refused to participate in open enrollment for a different reason. On August 27, 1991, the Brookline School Committee refused to participate for fear that Boston's school system would be seriously harmed if Brookline agreed to accept students from Boston.

Results of Interdistrict Choice: Unfortunately, formal interdistrict choice programs have not existed long enough to determine whether the goals of the existing have been met. There is no available evidence that interdistrict choice leads to improved student outcomes. Also, there is no information on whether parental involvement increased with the introduction of interdistrict choice. The Minnesota House of Representatives conducted a preliminary statewide study of the 1989-90 open enrollment program. Some of the study's survey findings are worth noting. The superintendents surveyed during the study indicated that the most common costs associated with open enrollment were those involving the time of administrators, teachers, counselors and clerical staff to implement the open enrollment program. These costs were attributed to increased salaries for some school districts and increased workload for other school districts. Only a few superintendents reported increased costs due to the production and distribution of information material.

More superintendents reported that they benefitted from open enrollment than those that felt they were harmed. This benefit was attributed to several factors including:

- More state funding because of increased number of students;
- Improved curriculum;
- Expanded programs and services;
- Loss of "unhappy" students; and,
- Gain of highly motivated students.

Those superintendents reporting harmful effects identified the harm as loss of revenue, loss of good students and athletes, larger class sizes, reduced programming for remaining students and lack of stability for planning. Forty-five percent of the superintendents responding reported that the open enrollment plan had no effect on their district. Seventy-eight percent of the superintendents reported that open enrollment had no effect on the students remaining in their district. The percent of superintendents reporting beneficial effects and those reporting harmful effects of open enrollment on students remaining in their district was almost identical. The primary reason for both the benefit and the harm was the same -- the level of programs and services available due to additional revenue from incoming students (benefit) or the loss of revenue due to outgoing students (harm).

Policy Issues Surrounding Interdistrict Choice

The policy issues with interdistrict choice are similar to those discussed in the previous chapter. These include financing, transportation, admissions criteria, and equity and desegregation. However, the expansion of choice to include other school districts further complicates the issues and their resolution.

Financing: Financing issues are likely to be of paramount interest to divisions and states investigating interdistrict choice plans. Traditionally, school divisions and state education agencies have, with considerable accuracy, been able to project their revenue based on enrollment data. Interdistrict choice, however, injects uncertainty into an historically stable and predictable budgeting process.

The major issue involving funding of interdistrict choice options is how funds will be distributed. Funding approaches and formulas differ significantly among the states, so there is no single example one can use to determine the effect of implementing such a choice plan. In the Milwaukee metropolitan interdistrict choice plan described earlier, both school divisions involved in a student transfer receive state aid. The school district of the student's residence includes the student in its membership count for state aid purposes while the district of the student's attendance receives an amount equal to the average cost of educating students in the district.

In Minnesota, an amount equal to the per pupil general education revenue in the student's district of residence is paid to the student's district of attendance. State aid to the district of residence is reduced by the same amount. In California and Nebraska, both state and local base funding follow the child to the receiving district. In Iowa, both state and local base funding follow the child; however, the state funding is based on the lower of the state/local base funding of either the sending or receiving district. In Ohio, Idaho and Arkansas, only the state aid funds follow the child to the receiving district. In Ohio, the state aid amount is determined by the state aid ratio of the student's attendance district. In Massachusetts, the sending district loses to the receiving district an amount of state aid equal to the tuition charged by the receiving district, which is usually the per pupil expenditure.

Another issue related to funding under a choice plan is the impact on fiscal disparity among divisions. This issue will need to be studied carefully when developing a funding formula for an interdistrict choice plan. The issue of disparity is currently a concern in many states in the nation. Disparity could become an even bigger issue if interdistrict choice plans are not carefully crafted. Massachusetts, a state where per pupil expenditures range from $2,100 to $8,700, is considering a revision of its funding formula in light of problems created by its newly implemented interdistrict choice plan.

In addition to determining how general funds will be distributed, how choice will affect or be affected by the distribution of funds associated with federal programs such as special education, Chapter I and Chapter II will also need to be studied. It is not clear from the legislation creating interdistrict choice in other states how the distribution of these funds is being handled. It appears that special education funds follow the child in most states. This is a concern, however, because the Individuals with Disabilities Education Act of 1990 requires that local school divisions must assure that federal special education payments received by it are being used for costs associated with programs which provide for all disabled children residing within the local school division to receive a free appropriate public education (20 U.S.C. Sec. 1414(a)(1)(A)). This question has not been adequately answered and is currently being considered by the United States Department of Education. President Bush's "America 2000" plan does not address special education funding. It does, however, provide that the Chapter I program will be revised to ensure that federal dollars follow the child.

In addition to developing a funding formula, the fiscal issues discussed in the intradistrict choice option section of this report must also be addressed, specifically, additional funding for specialized programming, additional programs, or any new teaching methods implemented to attract students. Any new methods or programs may require additional training for staff which must be included in the budget. Also, transportation costs need to be factored in as well. Finally, school divisions that participate in interdistrict choice programs will need to incorporate the costs associated with disseminating information regarding the school district.

Regardless of careful consideration, a certain amount of uncertainty remains and planning will be somewhat hindered because of the inability, at least in the first few years of an interdistrict choice plan, to project enrollment figures.

Transportation: Transportation is a key element in interdistrict choice. Transportation is the mechanism through which some goals of interdistrict choice, such as equal access to quality educational programs by all students, are achieved. Providing for student transportation to the school of their choice must accompany admissions policies designed to maximize equity. Admitting low income students to schools of choice outside their attendance zone without providing and paying for their transportation would, in practice, negate the equity intent of the choice options available to them. If parents cannot afford to make their own transportation arrangements, their children will be unable to attend their school of choice. Also, even if parents are reimbursed for transporting their children to and from school or have the financial resources to do so, many parents cannot provide transportation because of their work schedules. Most parents have to be at work before school begins and must remain at work long after the school day ends.

Like all other programmatic elements, specific transportation arrangements in currently operating projects differ as widely as the areas and students they serve. California and Idaho do not provide transportation for students exercising their choice option. One unique arrangement is found in Milwaukee where the Milwaukee City Public Schools are responsible for all transportation costs associated with the open enrollment agreement between the schools and the 23 surrounding suburban school districts, part of an agreement that evolved from a desegregation lawsuit. In Minnesota, the parent is responsible for transporting the student to the border of the district the student is attending. The district of attendance transports the child from that point. Low income families are reimbursed for transportation from their residence to the receiving district's border. Arkansas, Iowa, Nebraska and Ohio provide transportation in a similar manner. In most of these states, the primary method of qualifying as a low income family for transportation cost reimbursement is eligibility for the federal free or reduced lunch program.

Thus, when planning for transportation within an interdistrict choice program, several questions must be addressed. School district and/or state policymakers must determine whether transportation will be provided and, if so, to all students or just those from low income families. If transportation is to be provided, a decision must be made regarding the point from which the transportation will originate -- from the student's residence, the boundary of the receiving school division, or from a bus stop within the receiving district. If families are responsible for transporting their children all the way or part of the way to the school, program planners must decide whether families will be reimbursed for transportation. And, if reimbursement is provided, will all families be reimbursed or will only low income families be reimbursed. Also, if only low income families are to receive transportation or reimbursement, policymakers must set the criteria used to determine eligibility. If reimbursement

is provided, states or districts providing the reimbursement must determine the cost of transportation, the amount of reimbursement, whether the state or locality will provide the funds for reimbursement, and the method of reimbursement. Figure 13 outlines transportation services available to students in Virginia who attend school in a division other than their resident division.

Figure 13

Number of Virginia School Divisions Providing Various Transportation Services for Nonresident Regular Education Students Attending a School or Program Options in the Division

Transportation Service	Number of Divisions Reporting Provision
● No transportation services for non-resident students	86
● From the border of the nonresident student's division to the school attended in the division	25
● From within the nonresident student's division to the school attended in the division	8
● Other (i.e., from the closest regular bus stop in the division attending school)	13

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

Finally, the laws surrounding special education will affect transportation decisions in an interdistrict choice plan. Since transportation is a related service under the Individuals with Disabilities Education Act, there is some question whether choice legislation can exclude transportation for disabled students who exercise choice but have appropriate educational services available in their district of residence. Questions also arise around the issue of requiring parents of special education students to pay transportation costs to the boundary of the receiving district. Both issues are currently being reviewed by the United States Department of Education.

Admissions: Generally, in states that have adopted open enrollment programs, students who reside in a participating division may apply for admission to any school in a participating division. Receiving schools can only reject the student under certain circumstances. These circumstances differ somewhat from state to state but recurring themes are present. In Colorado, acceptance and rejection cannot be based on gender, race, ethnicity, disabling condition or place of residence. Conditions for rejection may include limitations

on capacity. The term "capacity" must be defined in the district's open enrollment proposal and may involve building capacity, program enrollment, grade level enrollment, or staffing. Similarly, a receiving district in Iowa must accept a student unless it would conflict with a desegregation order or there is insufficient classroom space. All districts must adopt a policy defining insufficient classroom space.

The Nebraska open enrollment legislation provides that a school district may reject an application for transfer based on the capacity of the program or building, class size, number of students at a particular grade level, availability of appropriate special education program, or need to preserve racial balance. A denial of a transfer request in both Nebraska and Minnesota cannot be based on previous academic achievement, athletic or extracurricular ability, disabling condition, English language proficiency, or previous disciplinary problems. Any existing desegregation plan may limit the number of students transferring. In Nebraska, a school district shall give first priority to nonresident students who request enrollment if such enrollment would aid the racial integration of the receiving school district and the resident school district.

Again, admissions criteria for an interdistrict choice program must respond to the legal and social issues of racial balance, desegregation orders and equity, and reflect fairness and lack of discriminatory effect (racial, ethnic, economic, gender, disability, etc). In addition, the method of admitting students must be determined. The same issues surrounding admission methods that are present when considering intradistrict choice are present when considering interdistrict choice.

In addition to these broad issues are narrower issues of intense interest, such as policy regarding competitive extracurricular activities such as interscholastic athletics. Many interdistrict choice plans across the nation address the issue as it relates to admissions (i.e., a student may not be rejected because of lack of athletic or extracurricular ability). This does not address an issue of concern to many state and local policymakers considering interdistrict choice; specifically, how to prevent athletes or other competitors from moving from school to school solely to participate in extracurricular competitions, or the recruitment of athletes at the secondary school level. Several states address this issue in their open enrollment legislation. Iowa and Arkansas require that students transferring in grades 9 through 12 be held ineligible for one year for interscholastic athletic contests. Iowa provides for an exception for students wishing to participate in a sport not available in the resident district. In the original Nebraska open enrollment legislation, option students were prohibited from participating in interscholastic athletic competition unless given approval by the school officials of both the resident and option school districts. This provision was removed by an amendment in 1990. Determination of eligibility for participation in interscholastic athletics is now the responsibility of the Nebraska School Activities Association.

Finally, just as with intradistrict choice, is the issue of "school jumping." If an interdistrict choice program is implemented, parents must be given the

freedom to choose what school their children should attend, but school divisions must be provided some certainty of enrollment level to prevent an overwhelming administrative and budgeting burden. At least two states addressed this issue in their statewide open enrollment legislation. Nebraska requires a student who elects to attend school in a district other than his or her resident district to do so for at least one year. Students may make only one move to another school district unless their family relocates to a different school district, the option school district merges with another district, or the student completes the grades offered by the school district of attendance. The requirements in Iowa are similar. An open enrollment request is for a minimum of four years unless the student graduates, the parents move from district of residence, or the parent files a change in attendance request within a given time period.

Equity and Desegregation: Proponents argue that a primary advantage of public school choice is that it results in increased equity by allowing socially and financially advantaged and disadvantaged students the same opportunities to enroll in the most desirable schools. Similarly, equal access to self-selected educational opportunities will, theoretically, decrease discriminatory practices. A number of interdistrict choice programs in metropolitan areas have been initiated in response to court ordered desegregation. Several of these programs are highlighted in this report. Formally articulated desegregation plans and goals for racial balance are usually the only limits on acceptance specified by many programs' admission policies, short of space or program availability. However, important desegregation and equity questions remain for policymakers and program developers to consider with regard to interdistrict choice.

Any existing local desegregation plans in the state, required or voluntary, will determine many design aspects of a choice plan. The potential effects of any proposed interdistrict choice plan must be evaluated to ensure that the choice program will not violate a court ordered desegregation plan. A system for monitoring the interdistrict choice program to ensure that the program is not having the effect of resegregating the school divisions must be developed.

In metropolitan areas, such as Milwaukee and St. Louis, where interdistrict choice is used as a method of desegregating the urban school district, school divisions, with state assistance, may need to develop new programs and teaching methods, and improve facilities to encourage students from the suburban districts to transfer to the urban. The concern that students from the suburban districts may be reluctant to attend the urban school district is evident in the statistics from the Milwaukee program. The statistics indicate that in one school year 5,600 Milwaukee minority students transferred to the suburban school districts while only 1,000 suburban white students transferred to Milwaukee City Public Schools. Of course, such numbers do not have to be equal in order to achieve the goals of integration, but the numbers do suggest the need to create schools in the urban district that parents are enthusiastic about and suburban students will want to attend if a decrease in racial isolation is to be achieved.

Just as with intradistrict choice, information regarding interdistrict choice options must be developed and disseminated in a way that reaches all families. Recruitment and marketing efforts must not target middle and high income families exclusively. Otherwise, equity and desegregation efforts will be hindered.

Finally, unless the states ensure that all school divisions provide a quality education, the issue of disparity will remain despite choice options. Even with a quality information campaign that reaches all families, and a transportation system that makes the choice options truly available to all students, some families may not exercise their option to send their children to another school district, for one reason or another. Those families should not be left with a district that has inadequate facilities and provides an inadequate education for its students.

Administration: Many states, including Virginia, allow student transfers on an informal basis. Code of Virginia Section 22.1-5 provides that local school boards may, at their discretion and pursuant to regulations adopted by the school board, admit nonresident students into the public schools of the division. Whether a school board admits a particular student is at the discretion of the board. The section authorizes the school board to charge tuition with certain restrictions. Thirty of the 121 school divisions in Virginia that accept nonresident students do not charge tuition. Only 13 divisions charge the student's resident division (either in-state or out-of-state) tuition while 88 divisions charge the student's parents tuition. Of the 121 divisions that accept nonresident students, 103 have written policies, procedures or regulations regarding interdistrict choice.

Minnesota school districts have also been enrolling nonresident students for many years on an informal basis. In 1980, the process was formalized by the Minnesota legislature. The formalized program requires the students to have permission from both the school board of the resident district and the school board of the district the student wants to attend. This system is not the same as open enrollment where there is very little discretion on the part of either the school board of the resident district or the school board of the receiving district to accept or reject a request for transfer. Therefore, when considering development and implementation of an interdistrict open enrollment plan, a number of administrative issues must be considered.

One of the first questions to be addressed is whether participation of all school districts is mandatory or will there be a provision for a school board to adopt a resolution that it does not want to participate in the open enrollment program. As mentioned earlier, both Minnesota and Arkansas require school boards to formally opt out of the open enrollment program.

Another issue that may arise involves accountability. When students move from school district to school district, which school district is held accountable if student outcomes are low? This issue has not been addressed by the advocates or by the states and localities implementing choice. As

Virginia moves toward reporting the Outcome Accountability Project data at the school building level, this issue will likely be of concern to local school boards.

Finally, anyone planning and developing an interdistrict choice plan must pay close attention to the area of special education. Both federal and state special education law contains requirements on the "who, what, when, where, and how" of providing services to students with disabilities. Most responsibility lies with the local school division. As mentioned earlier, the Individuals with Disabilities Education Act places due process and educational responsibility for students with disabilities on the district of residence. However, movement of students from their resident districts as part of a school choice option was not factored into these laws. Consequently, the implications of school choice on students with disabilities have not been adequately addressed. In a response to an inquiry from a Nebraska school district regarding the relationship between the special education laws and the then proposed Nebraska open enrollment plan, Acting Assistant Secretary of the United States Department of Education, Office of Special Education Programs, Patricia Magill Smith, replied that her office would study the ramifications of choice legislation on compliance with federal regulations governing the education of children with disabilities (Tatel, EHLR 213:210, 1989). This study has not yet been concluded.

Clearly, these are not the only administrative issues surrounding an interdistrict choice program. In addition to these, those administrative issues surrounding intradistrict choice, discussed in Chapter III, may also be a factor. To the extent possible, these issues must be addressed prior to the actual implementation of an interdistrict choice plan.

Evaluation: An evaluation component should be developed and used once the interdistrict choice program is in place to determine, among other things, if the system is meeting stated goals and whether to continue or modify the program, as well as identify problem areas. Colorado identified evaluation criteria to be applied to its pilot open enrollment program, which are shown in Figure 14. In addition to the criteria developed in Colorado, however, other issues must also be addressed such as financial effects on the school divisions, ability to provide a program that is equitable, the impact on the racial balances in the participating school divisions, and the impact on teachers and administrators.

FIGURE 14

Evaluation Criteria for Open Enrollment Choice Program

- ❑ Number of students participating in the program;
- ❑ Evidence of improved educational opportunity or achievement of the participants;
- ❑ Economic and ethnic characteristics of the participants;
- ❑ Evidence of parent involvement in the selected school compared to the previous level of involvement;
- ❑ Parent and student reasons for transfer;
- ❑ Parent and student satisfaction;
- ❑ Measurements of student performance;
- ❑ Transportation arrangements and their impact on the opportunity to participate;
- ❑ Potential for continuing the model after the first year;
- ❑ Potential for replicating; and
- ❑ Impact on the revenue base and program offerings of the involved districts.

SOURCE: State of Colorado

Once an evaluation has been completed, some weaknesses in the program may be noted; several can be anticipated. For instance, what will happen to school districts that lose a significant number of students once open enrollment is initiated? Will there be a system of penalties for school divisions that fail to attract students or will those school divisions be provided technical assistance to correct deficiencies? Available literature is silent on how states that have implemented interdistrict choice address this issue. Most of the information is theoretical and supports allowing the district to succumb to the market system. Some school divisions may address this situation by correcting deficiencies, increasing information dissemination ("advertising"), or entering into a cooperative agreement with another school division. Twenty percent of the superintendents in Minnesota responding to the Minnesota House of Representatives survey reported that the statewide open enrollment program compelled their districts to initiate some type of interdistrict cooperation such as consolidation with another district, an interactive television cooperative with another district, or sharing of extracurricular activities.

Dissemination of Information: As has been discussed in Chapter III, parents must have accurate, complete, understandable and readily available information about choices available to them in order to exercise their option. In states operating interdistrict choice, the requirements regarding dissemination of information are general. One of the requirements is that information must be provided. The methods Virginia school divisions use to inform parents and students of available interdistrict options are described in Figure 15. The same kinds of information needed for making intradistrict choices apply here (e.g.,

description of the options, transportation information, how to exercise their options, factors to consider when looking for a school).

Figure 15

Number of Virginia School Divisions Using Various Methods to Disseminate Information to Nonresident Parents and Students on Attending a School or Program Option in the Division

Dissemination Method	Number of Divisions Reporting Use of Method
❑ Information mailed to all nonresident parents in neighboring divisions or out-of-state districts	1
❑ Inform through formal public information campaigns	10
❑ Inform upon request	102
❑ Other (i.e., publicly available policies/ regulations, announcements at public libraries, informed by school staff, through resident division/cooperative agreements, at student orientation/ registration, information sent home with nonresident students	17

SOURCE: Department of Education School and Program Options Questionnaire, Supts. Memo No. 76, Administrative, 1991.

As noted earlier, Minnesota superintendents indicated in their response to the Minnesota House of Representatives open enrollment survey that they did not note a significant increase in costs associated with compiling and disseminating information. The reason for this may be two-fold. First, only five percent of the districts reported distributing unrequested information on open enrollment to students outside the district. Some Minnesota superintendents equated providing information to nonresident students with recruitment. Superintendents were uncomfortable with the idea of recruitment because of fear of offending neighboring school districts. Others expressed concern about getting involved in a recruitment "war." To avoid offending other school districts while taking advantage of open enrollment, one superintendent reported that the school division distributed mailings in businesses and public places in neighboring districts but did not mail information directly to the nonresident students' homes.

The second explanation for the lack of reported expenditures on information dissemination may be the manner in which districts provided information to families. Ninety-six percent of the districts sent out information on open enrollment if it was requested. The majority of the districts informed the

public through local newspapers. Information was also provided to students within the districts through school or district newsletters, class bulletins, or registration materials. Other methods of dissemination used less frequently included meetings with counselors, open houses, school board meetings, parent/teacher organization meetings, and parent conferences.

Role of the State Education Agency

State education agencies would play a major role in coordinating and supporting statewide open enrollment programs. Generally, the state department of education is involved in drafting the legislation authorizing such a plan and addressing the issues raised by this report. The state education agency's role in other interdistrict choice options will vary from state to state.

In addition to the issues that have already been discussed, state departments of education must address how proposed or existing interdistrict choice plans, whether or not they are statewide, coincide with state education goals. If school choice is implemented in the state, school divisions will need the latitude to create different programs and approaches to education in order to provide parents with a choice. This freedom must be balanced with other state and federal laws and regulations, statewide education goals, core curriculum set by the state, and other reforms being proposed or implemented by the state. Policymakers may find that choice relates positively to goals and reforms and can be a strategy for achieving those goals and reforms; however, choice may interfere, instead of assist, with other education reform plans. A good example of this is the proposed Virginia Common Core of Learning. The proposition that all students be taught a common core curriculum may be counter to the school choice philosophy of diversity and site-based management. It may also, however, provide a basis for needed accountability of important outcomes within the flexibility choice would promote and require.

A major role of state education agencies in choice is one of technical assistance. This can be provided in a number of areas. Agencies could assist in suggesting and developing plans that assure compliance with desegregation plans. State departments of education could also provide interested districts with information regarding choice options and their various characteristics and requirements. The state agencies may also need to develop new funding formulas and provide training on the interaction between the choice programs and state and federal laws.

State departments of education could also monitor other states' utilization of interdistrict choice plans and serve as a clearinghouse of such information for the local school divisions. New information on school choice is issued almost daily and most local school divisions do not have the resources to keep abreast of this information.

Finally, financial assistance from the state education agency could be provided in the form of grants to encourage districts to initiate interdistrict choice

plans or to help expand already existing plans. Financial assistance could also be provided to local districts who lose enrollment due to an existing choice plan by assisting the district in developing new programs, providing transportation, or improving facilities in an effort to attract students to the district.

Conclusion

Interdistrict choice is much rarer than intradistrict choice options discussed in the previous chapter. The options range from choice among contiguous districts to statewide open enrollment. At least ten states have some degree of statewide open enrollment.

Little is known about the effects of interdistrict choice since it is a relatively new approach. There is little evidence that student outcomes or parental involvement are affected be permitting interdistrict choice. Some preliminary information is available regarding other issues. Literature and practice in other states indicate that:

- Start-up and implementation are costly, but apparently operation is not;
- Funding for educating students under an interdistrict choice plan is more complicated than is funding for choice within a district and is done differently in the various states. In one state, both state and local funds follow the child; in another, only state funds follow the child;
- Addressing existing disparity issues and anticipated disparity issues is central to developing a funding mechanism for interdistrict choice;
- Uncertainty in enrollment from year to year also complicates program and budget planning within an interdistrict choice plan;
- Transportation, admissions, evaluation, and equity and desegregation issues are similar to those discussed within intradistrict choice, but have broader application;
- Issues surrounding the willingness on the part of the state's school districts to participate in interdistrict choice have risen. School district personnel worry about appearing "unneighborly" by enticing nonresident students to their schools. Other school districts participate only after neighboring districts agree to participate; and,

- Accountability is more complex with the implementation of interdistrict choice, and raises the issue of the role of the state education agency. Interdistrict choice requires a balance between the latitude to create diversity while providing some assurance that the same quality of education is being received. State education agencies have been instrumental in identifying this balance.

This chapter described the final choice option restricted to public schools. The next chapter addresses the issues of the most frequently debated choice option - that of public-private school choice.

Chapter V

Public-Private School Choice Options

This form of school choice occurs far less frequently than public school choice options for a number of reasons. The first reason is the debate over the legality of providing public support for private schools, many of which are affiliated with religious institutions. The other reason, offered by proponents of public-private school choice, is resistance of government officials to allowing competition that would diminish their control of education. As discussed earlier, this debate has been ongoing since the early 1960s. However, few public-private school options have been implemented; therefore, there is little information and research about this type of option.

Financing Options

Voucher Plans: Under voucher plans, families receive direct financial support in the form of a voucher (i.e., grant) that they can use to "purchase" educational services at any public or private school they feel best matches their children's learning needs and style. One of the earliest voucher systems was in Alum Rock, California as an experiment directed by the Office of Equal Opportunity (see Chapter I). None of the private schools in the area chose to become involved. Therefore, this example falls short of a true public-private voucher system. While enrollment patterns changed noticeably, family participation was low, with only 18 percent of the families enrolling students outside their attendance zones in the third year of the program. Evaluations of the program failed to show the increase in student achievement that the program developers expected. The experiment was not viewed as a total failure, however, since innovative programs were developed in the participating public schools and some parents did exercise their option to send their children to a different public school.

The city of **Milwaukee, Wisconsin** has had a voucher plan in effect since 1990 that allows certain low income families to send their children to participating private nonsectarian schools. A voucher worth approximately $2,500 per year is provided to each student. Eligible families are those with an income of less than 1.75 times the federal poverty level. No more than 49 percent of the enrollment at a participating school may be made up of students from the program. No more than one percent (980) of the Milwaukee school students may participate during a given year.

The legislation enacting this program provides that the participating private school must meet the requirements of Title VI of the Civil Rights Act of 1964, which prohibits the exclusion from participation in, denial of benefits of, and discrimination on the basis of race, color, or national origin in any program or activity receiving federal financial assistance. In addition, the school must meet all health and safety laws that apply to public schools. To remain as a

participating private school, the school must meet one of the following criteria, in addition to being nonsectarian:

- At least 70 percent of the pupils in the program advance one grade level each year;
- The average attendance rate for the pupils in the program is at least 90 percent;
- At least 80 percent of the pupils in the program demonstrate significant academic progress; or,
- At least 90 percent of the families of pupils in the program meet criteria established by the private school regarding parental involvement.

To evaluate whether a school meets one of the four criteria, the legislation requires that the state superintendent monitor the performance of the pupils attending the private school. If, through this monitoring, it is determined in a given school year that the school is not meeting at least one of the standards set forth in the legislation, the private school may not continue to participate. In addition to monitoring, the state superintendent is authorized to conduct financial and performance evaluation audits. The legislation also requires that the legislative audit bureau conduct a financial and performance audit by 1995.

During 1990, the first year of the program, 341 students enrolled in the program and seven private schools participated. Enrollment increased to approximately 550 students the 1991-92 school year. The program has not been without its problems. During the first year of operation, one participating school abandoned the program when it decided to offer religious instruction, forcing 63 students to find other schools to attend. Another participating school filed for bankruptcy, leaving an additional 18 students without a school.

In addition to problems with participating private schools, the program is being challenged in court by several organizations. The organizations allege that the program is unconstitutional under Wisconsin law because of insufficient regulation of the private schools and because of the procedure by which it was enacted by the legislature. The Wisconsin Court of Appeals recently held that the program was unconstitutional because the legislature included the program as a rider to the budget bill instead of considering the program in separate legislation. The case is being appealed to the Wisconsin Supreme Court.

Despite these legal and implementation difficulties, the Milwaukee voucher program has been cited by President Bush and Secretary of Education Lamar Alexander as having merit and potential for beneficial school reform. It is too early to tell, however, whether the Milwaukee program will be successful, justifying its use as a model. As yet, there is no student data available on outcomes . Furthermore, the program is so small (one percent of the student population) that it is unclear whether its outcomes and feasibility can be generalized to larger-scale programs.

Other states are currently considering some type of voucher program or will consider a program in the near future. An organization in Pennsylvania is planning to propose a voucher program and an organization in Michigan is attempting to have the state prohibition against state funds being allocated to religious institutions removed from the statutes in order to position themselves to propose vouchers. Also, the New York State Board of Regents recently defeated a proposal to provide tuition vouchers to students.

Tax Deduction Plans: Tax deduction plans have been proposed on occasion as a vehicle for making public-private school choice financially viable for most families. A tax deduction is an amount subtracted from an individual's gross income when calculating the amount of taxes owed on a state or federal tax return. Minnesota allows a deduction on state income tax returns for tuition, textbooks and transportation expenses incurred at public or private schools. The private school may be religiously affiliated but only deductions for textbooks that do not advance religion are allowed. The concept of tax deductions for public or private school expenses has not won widespread acceptance, however, because most families do not itemize deductions on federal income tax returns. Therefore, tax deductions only assist a small percentage of families who wish to send their children to private schools.

Tax Credit Plans: Tax credits are the third financial option in the public-private school category. Tax credit plans currently in effect allow parents to subtract educational expenses incurred when sending their children to private school or a public school outside of their resident district from the amount they owe on state taxes. Iowa provides for a tax credit of five percent of private school expenditures up to $1,000 per child. California and Oregon also have tuition tax credit plans.

The town of Epsom, New Hampshire has a plan that has received nationwide attention because it allows residents to deduct the amount spent on education from their real estate taxes. This is a property tax abatement plan as opposed to a tax credit. New Hampshire local property taxes provide for approximately 90 percent of the revenue for public schools; this percentage is the highest in the nation. Epsom does not have a high school. Therefore, all high school students residing in Epsom attend a regional school. The town pays an annual tuition fee of $4,600 per student to the regional school.

Because New Hampshire relies so heavily on local property taxes to fund education, each increase in the regional high school's tuition fee caused property taxes in Epsom to rise. In response to this increase, the Epsom Educational Tax Abatement Program was developed to provide taxpayers some property tax relief. Any real property owner in Epsom who sends a child to any public or private high school which meets New Hampshire compulsory attendance laws, other than the regional high school, may receive an abatement of real estate taxes in an amount up to $1,000 or an amount not to exceed 85 percent of the last real estate tax bill, whichever is less.

Since property taxes are high in New Hampshire and 90 percent of school funding originates at the local rather than the state level, other towns in New Hampshire are developing their own property tax abatement programs. These localities, however, may place these programs on hold while awaiting a decision on the legality of the Epsom plan from the New Hampshire Supreme Court. In August 1991, a New Hampshire court ruled in favor of the Epsom School Board and struck down the tax abatement program on the grounds that it violated the state constitution's prohibition against public funding of private sectarian schools, and the U.S. Constitution's doctrine of separation of church and state. The case is being appealed by the Epsom Board of Selectmen to the New Hampshire Supreme Court.

Policy Issues Surrounding Public-Private School Choice

State and local policymakers considering any type of public-private school choice are faced with numerous issues having few clear cut answers. Because few models of public-private school choice exist, the experiences of other states or localities provide few answers. Many of the issues that must be addressed are similar to those addressed for public school choice and will receive cursory review here. There are, however, issues that are unique to public-private school choice, including a number of legal issues.

Funding: The major issues surrounding funding of voucher programs are how much money will be distributed, how will the money be distributed, and where will the money come from? A decision on the first question will need to be made based on which families the plan will serve. This targeting information and the number of potential participants will be necessary to determine the amount of money to be allocated to the program. For instance, the Milwaukee plan is limited to students whose family income does not exceed an amount equal to 1.75 times the poverty level and no more than one percent of the school district's membership may participate in a given school year. Once a determination is made as to the number of possible participants, a review of tuition costs in a given area versus the cost of public education will be necessary to determine what an appropriate voucher amount might be. Only then can an estimate of the cost of the program be made. In addition to the actual cost for vouchers, transportation costs (if transportation is provided), start-up costs, administration costs, and information dissemination costs will need to be factored into the budget.

Once the cost is determined, decisions will be needed on how the money will be distributed. First, will the vouchers be distributed to the parents or directly to the school the student attends? The answer to this question will depend in part on legal issues to be discussed later in this report. Second, will all students receive the same voucher amount or will the voucher amount vary depending on the student's family income and the student's needs (e.g., special education)? The Milwaukee program provides the same amount, approximately $2,500, to each student. This program, however, limits participation to certain low income families. In a program where all students

receive vouchers, such as the one proposed by President Bush and Chubb and Moe, decisions must be made as the whether an equal voucher amount for all students or a voucher amount based on family income is more equitable.

Several other monetary issues remain with respect to vouchers. If parents are required to make up any difference that exists between the voucher amount and the tuition costs of the private school chosen, the issue of equity will need to be considered with respect to those families who do not have the financial resources to pay the difference. If the goal of the voucher system is to provide equal educational opportunity to all students, this scenario may threaten that goal and the voucher may amount to nothing more than a subsidy to families whose income allowed them to send their children to private school prior to the voucher system being implemented.

As with interdistrict public school choice, decisions need to be made regarding federal and state funded programs such as special education, Chapter I and Chapter II. If funds are to be distributed via a voucher to the parents, how will the state ensure that funds earmarked for special education, etc. are being used for those purposes. Current legislation considering the funding methods for special education, Chapter I and Chapter II will need to be amended. Also, a mechanism for monitoring the use of these funds for their intended purpose must be developed.

Finally, if financial assistance in the form of vouchers or tax relief is available to parents who choose to enroll their children in private schools or public schools outside of their resident district, decisions will be needed to determine if the same relief will be provided to parents who elect to provide educational instruction to their children in their home under state statutes such as Section 22.1-254.1 of the Code of Virginia . If tax relief is provided for home instruction, a system to monitor the use of the vouchers for their intended purpose, or to verify the expenses claimed on tax returns may be desirable.

Funding issues surrounding public-private school choice are further complicated by the uncertainty injected into the administration of schools since enrollment figures will not be as predictable as in the past.

Transportation: As with all other choice proposals, transportation is a key element. Transportation is a major mechanism for allowing equal access to educational programs for all students. If a program distributes vouchers to parents to be used at any public or private school but the parents, either because of financial or logistical difficulties, cannot provide transportation for their children, then the choice option cannot be exercised. The Milwaukee voucher program provides for transportation of students. The Iowa and Minnesota tax relief programs include expenses for transportation.

The issues surrounding transportation in public-private school choice are essentially the same as those in intradistrict and interdistrict public school choice - who will receive transportation, from what points will transportation be provided, will parents receive reimbursement if they provide transportation for

their children, how will transportation for special education students be handled, etc.

Admissions: Developing a public-private school option requires important decisions in the area of admissions policies. With a voucher system, the desire to create a program in which private schools want to participate with an obligation to protect students' rights must be balanced. Therefore, policymakers must decide whether the voucher system they develop will, and can, require participating private schools to admit low income, at-risk, and disabled students. Also, whether participating schools will be prohibited from making admission decisions on the basis of gender, race, and ethnic background must be addressed. With a tax relief system, policymakers will need to determine whether they should or can implement a system that allows parents tax relief for sending their children to schools that discriminate against certain classes of students.

Proponents of public-private school choice are opposed to such restrictions. Such restrictions may limit the number of private schools willing to participate and diminish the available choice options. Because public funds are involved, however, the legal issues surrounding public support, whether direct or indirect, to institutions that discriminate must be considered. Also, policymakers must determine whether discriminatory admissions practices weaken the goal of providing equal educational opportunity to all students.

Administration and Implementation: The administration and implementation of a public-private school choice system presents numerous issues, more than can be addressed in this document and many which cannot be anticipated.

One of the first questions that must be answered when developing a voucher system is whether all private schools will be invited to participate or whether religiously affiliated private schools will be excluded. There are serious questions regarding the inclusion of religiously affiliated schools because of the doctrine of separation of church and state. The Milwaukee program specifically excludes sectarian schools. The experience in Alum Rock, California also provides no assistance since no private schools participated.

Prior to developing a public/private school program, the interest on the part of private schools must be accurately assessed. If the supply of private schools desiring to participate is low, then a decision will need to be made as to whether it is worthwhile to continue development. One of the major criticisms of the Milwaukee program is the number of private schools participating and the lack of space for eligible students in those schools. While the number of Milwaukee students allowed to participate in the program is close to 1,000 (one percent of the student population), there were only spaces in the participating private schools for approximately 400 students last year. This led to criticism that the Milwaukee experiment is not a reliable test of a voucher system since there is such a limited supply of private school spaces for program students.

If the decision is made to continue with development, policymakers must determine if the participating private schools will be required to meet state standards in the areas of accreditation, teacher certification, curriculum, safety, facilities, discipline, special education and other program areas. Decisions on this issue must reflect what can legally be required of a private school, and what obligations to the citizens of the state or locality must be reflected. While some advocates for tax relief proposals believe that requiring private schools to meet these standards is not necessary for tax relief programs because public money is not going directly to the private school, there may be legal restraints depending on the program structure and state law.

No other state has addressed how accountability for student outcomes or the use of public funds will be handled in public-private choice plans. This issue concerns many, including Herbert Grover, Wisconsin's Superintendent of Public Instruction. Dr. Grover, an opponent of vouchers, has expressed concern that the Wisconsin Department of Education has little authority to change questionable programs in the private schools participating in the voucher program (Newsweek, p. 61, May 27, 1991). The Wisconsin legislation only requires that private schools meet one of the four criteria discussed earlier in order to continue to participate. While the legislation does give the Superintendent the authority to conduct financial and performance audits, it does not provide for a remedy if the audit uncovers questionable practices or outcomes.

The Wisconsin legislation is also silent on the issue of "school jumping." Because of the need for school administrators to plan programs based on projected enrollment, voucher program planners should develop a policy regarding student movement from school to school. The same policies for student movement developed in existing public school choice programs can be applicable to a public-private school voucher system.

While most of this section on administration and implementation has centered on vouchers, tax relief programs also face a number of administrative and implementation issues. When developing a tax relief program, the following questions must be answered:

- What expenses will qualify for the deduction? (Allowable expenses could include any combination of tuition, transportation, textbooks, equipment and other expenses.)
- Will expenses for religious materials be explicitly excluded?
- Who will qualify for the deduction or credit?
- Will a maximum amount for the credit or deduction be set? (For instance, Iowa allows a tax credit of five percent of private school expenditures up to $1,000 per child.)
- How will situations be dealt with when a tax credit exceeds the amount of taxes owed ?

- ❑ If a property tax abatement system is envisioned, how will families who rent their homes be assured participation in the system? (If parents who do not own real estate are excluded from the system, many will be unable to send their children to a school of their choice.)

Finally, an evaluation instrument will be needed to assess the state or locality's public-private school choice program once it is implemented. This evaluation component could be used to determine whether to continue the program, whether some private schools' participation in a voucher system should be discontinued, and to identify problem areas in programs that require refinement.

Equity and Desegregation: Many of the issues surrounding equity and desegregation have already been discussed within the context of other policy issues facing planners of public-private school choice.

A paramount concern is how to ensure that desegregation and equity goals are not hindered by private school participation. There is some question regarding the extent to which a state or locality can monitor a private, religiously affiliated school without creating excessive entanglement between government and religion.

Policymakers will also need to consider if their proposal will assist all families or only certain families. For instance, how helpful are tax credits to families who pay little or no taxes? How helpful are tax deductions to families who do not itemize deductions on their tax returns? Also, if private schools are allowed to charge parents tuition beyond the amount of a voucher, only families who can pay the additional costs may be able to participate.

Finally, if a voucher system is used, the issue of disparity must be addressed. If the system does not provide all students with vouchers, sufficient funds must exist to fund the vouchers, as well as fund the public schools to provide an adequate education for students who either do not qualify for a voucher or choose not to participate.

Dissemination of Information: The need for parents to have access to comprehensive, accurate and understandable information regarding their public-private school options is the same as for other choice options discussed previously. Again, the information must be targeted at diverse socioeconomic, racial and ethnic groups and provided to families in their native languages and through a variety of media.

In addition to providing information on the program, participating schools, eligibility requirements, transportation, etc., policymakers should also consider the idea of providing parents with assistance in determining their eligibility for a program, and assistance in completing tax returns if a tax relief program is being implemented.

Constitutional Issues: One of the major issues surrounding public-private school choice is the issue of separation of church and state. The first amendment to the United States Constitution provides, in part, that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof. . . ." Numerous United States Supreme Court cases interpret the establishment clause as it relates to private sectarian schools. A review of some of these cases shows that there is not a requirement for absolute separation of church and state. The Court has interpreted the Constitution differently depending upon the facts of the specific case.

In Board of Education v. Allen, 392 U.S. 236 (1968), the Court reviewed a New York statute requiring school divisions to loan textbooks to children in all schools, including private sectarian schools. These textbooks were the same textbooks used in the public schools. The Court held that the loaning of textbooks in this instance was permissible because there was a secular benefit to both public and private school students, and the parochial students used the books for secular studies.

In 1971, the Supreme Court issued an opinion in Lemon v. Kurtzman, 403 U.S. 602 (1971), that set forth a three-part test to determine whether government action impermissibly establishes or results in active involvement in religious activity. The facts of the case involved statutes in Pennsylvania and Rhode Island which would have permitted the states to pay parochial school teacher salaries who taught secular subjects as well as to provide reimbursement for textbooks and materials used for teaching secular subjects also offered in the public schools. The Court stated that such action violates the Constitution if any of the following criteria are not satisfied:

1. The government action must have a secular purpose;
2. The action must not have the primary effect of advancing religion; and,
3. The action must not create excessive entanglement between church and state.

Lemon at 612-613. The Court held that both the Pennsylvania and Rhode Island statutes were unconstitutional because religious schools were the primary beneficiaries, the classrooms contained religious symbols, and excessive monitoring was required in order to ensure that the parochial teachers did not inject religious doctrine into their instruction.

Two years later, the Court invalidated a program which provided direct money grants and tax credits to families who sent their children to private schools. The Court held that the program did not pass the second prong of the Lemon test because its primary effect was one of advancing religion. Comm. for Pub. Educ. & Religious Liberty v. Nyquist, 413 U.S. 756 (1973). In contrast, the Court upheld the Minnesota tax deduction available to parents of both public and private school children for educational expenses such as nonreligious textbooks. The Court held that the deduction provided a benefit to all children and had a secular purpose. Mueller v. Allen, 463 U.S. 388 (1983).

The Court has made a distinction between nonreligious textbooks and instructional equipment. In Meek v. Pittenger, 421 U.S. 349 (1975), the Court upheld a Pennsylvania statute providing for the loan of textbooks to private sectarian students but struck down the loan of classroom equipment. The Court held that the textbooks contained only secular material but the equipment, such as maps and film projectors, could be used for religious instruction. The Court later held that loaning classroom equipment to private school students instead of the schools did not cure the constitutional defect since the equipment would be placed at the disposal of the private sectarian school. Wolman v. Walter, 433 U.S. 229 (1977).

The issue of monitoring the use of public funds sent to private sectarian schools was central to the Court's review in Aguilar v. Felton, 473 U.S. 402 (1985). In Aguilar, public school teachers provided remedial services under Title I in private sectarian schools. The school division monitored the program to ensure that no state endorsement of religion occurred. The Supreme Court held that the monitoring system prevented the public advancement of religion, but failed to meet the third-prong of the Lemon test because it created excessive entanglement between church and state.

Finally, in 1986, the Supreme Court ruled that the establishment clause was not violated by a program in the State of Washington that provided payments for vocational rehabilitation to a student attending a Christian college. The Court's reasoning centered around the fact that there was no state support of religious education because the payments went directly to the student and the student decided where to receive his rehabilitation.

The Constitution of Virginia also requires governmental neutrality with respect to religion. Unlike the United States Constitution, however, the Constitution of Virginia, Article IV, Section 16 (1971) explicitly prohibits any appropriation of public funds or personal property to any church, sectarian society, or religiously affiliated institution. Furthermore, Article VIII, Section 10 provides, with certain exceptions applicable only to nonsectarian private schools, that "[n]o appropriation of public funds shall be made to any school or institution of learning not owned or exclusively controlled by the State or some political subdivision thereof." Therefore, the State constitution imposes a greater restriction on the separation of church and state than that imposed by the United States Constitution.

The Virginia Supreme Court in Almond v. Day, 197 Va. 419, 89 S.E. 2d 851 (1955), invalidated a provision in the Appropriation Act of 1954 which provided for payment of tuition and other expenses to children of war veterans attending sectarian schools. The court held that the provision afforded direct and substantial aid to the school despite the fact that the payments went to the parents and not to the school.

The Attorney General of Virginia has rendered several opinions related to public funds distributed to sectarian schools. At least two opinions have concluded that Almond prohibits the provision of publicly funded transportation

[1966-67 Att'y Gen. Ann. Rep. 264; Hon. Richard L. Saslaw, 1990-91 Op. Att'y Gen. (January 16, 1991)]. In a 1984 opinion, the Attorney General concluded that the General Assembly could request that the Virginia Department of Education and the State Library could lend films from their libraries to Virginia students, including those at private schools. The reasoning for this ruling was that the proposed action was to benefit all students in Virginia and did not advance a sectarian purpose.

Many choice advocates rely on noted constitutional scholar Laurence Tribe's interpretation that a voucher plan would be upheld by the United States Supreme Court. However, even if a public-private school choice plan is held to be valid under the United States Constitution, the plan may face a more restrictive test under state constitutions such as the restrictions placed by the Constitution of Virginia.

Role of the State Education Agency

It is not clear what role a state education agency plays when a public-private school choice option is implemented. The Wisconsin legislation provides that the state Superintendent of Public Instruction will monitor the Milwaukee voucher program, even though it is not a statewide program. This role of monitoring is a conceivable role for a state department of education, especially if state accreditation, curriculum and certification standards are applicable to private schools participating in a voucher system. The state education agency may also be responsible for monitoring the fiscal policies of the private schools to ensure that public money is not being used to teach religious doctrine. The state education agency may also have a role in ensuring that tax deductions and credits are only taken for nonreligious expenditures. As discussed earlier, this monitoring role must be balanced with the prohibition against excessive entanglement with religion. Therefore, policymakers should seek the advice of legal counsel when developing monitoring and compliance procedures.

The state department of education may be given the responsibility of recordkeeping. Someone will need to maintain records on where students are attending school, which private schools receive public funds, how the funds are being spent, and information on tax credits and tax deductions that are taken.

The central role of the state education agency, however, may be one of providing assistance to localities. If a statewide public-private school option is implemented, local school divisions will need assistance in the daily operation of the program. If such programs are local option, the state department of education could serve as a resource for districts interested in either a voucher program or a tax relief program. If private schools are required to meet state goals such as those proposed in the World Class Education initiative, or state performance criteria such as the Outcome Accountability Program, technical assistance will need to be provided to these schools.

Conclusion

Public-private school choice has received considerable media attention despite the fact that very few such choice programs exist. This option can be implemented in one of three ways - vouchers, tax deductions and tax credits. Each is a means of providing families the option of sending their children to private school at public expense.

Several issues previously discussed under the public school choice options apply here as well - transportation, admissions, dissemination, equity and desegregation, and evaluation. Other issues are especially pertinent to the public-private choice option.

In administering and implementing a public-private school choice program, there must be sufficient private schools in the area interested in participating, and willing to tolerate some level of monitoring and control from the state. At least one effort to implement a public-private school choice plan failed because of insufficient participation on the part of private schools.

Major policy questions must be answered with regard to funding such a plan - how much money would be required, how would the funds be distributed, and where would the money come from. For example, some states only provide funds to poor families; others to all. Some distribute funds directly to schools, some to parents. The funding issue is further complicated by federal funding for special education students and accountability for those funds.

Perhaps the most complex issue is constitutional - how to design a program that meets the test of separation of church and state required by the first amendment of the U.S. Constitution and the prohibitions on public funding of sectarian institutions contained in the Virginia Constitution.

Cases that have been decided in federal court on this issue indicate that there is not a requirement of absolute separation, as the Court has decided each case on the facts of the specific case. These constitutional questions blur identification of the state education agency's role in a public-private choice plan. Monitoring would appear to be an appropriate role, but would have to done in such as way to avoid entanglement.

Finally, and perhaps most importantly, the Constitution of Virginia explicitly prohibits any appropriation of public funds to any church, sectarian society, or religiously affiliated institution. It further prohibits specifically public funding of any school not directly controlled by the state or one of its political subdivisions. These provisions have considerable implications for any effort towards public-private school choice in the Commonwealth.

Chapter VI

Conclusions and Issues for Further Study

School choice is evolving throughout the country. Policymakers considering choice options should look to the experiences in other states prior to implementing a plan. For instance, in 1987, Richmond, California introduced an intradistrict choice plan. Parents were allowed to enroll their children in any school in the district. The plan was touted by choice advocates as a model for parental school choice. The critics, on the other hand, argued that the plan was implemented too quickly and with little planning. In 1991, the school district declared bankruptcy. Critics of choice point to the experience in Richmond as proof that choice does not work. While this conclusion may be too extreme, the situation in Richmond may provide policymakers with some valuable lessons to consider prior to implementing choice plans.

Choice plans are complicated and should receive thorough investigation and planning prior to implementation. At the discretion of the Board of Education, the Department may proceed with a second phase of this study of school choice, conducting an in-depth study of options which may be viable for Virginia. Each option must be evaluated with regard to whether it matches Virginia's needs and resources, and how it relates to other issues and goals currently being considered in Virginia, such as World Class Education, funding, disparity and student outcome accountability.

While it is important during this investigation and planning process to look to other states and localities that have implemented choice plans, choice programs in other states may not be transferred directly to Virginia. What works, or appears to work, in one jurisdiction may not be satisfactory in another because the nature of choice programs is highly dependent on such factors as the manner in which school districts are funded, the physical and pupil size of districts, the structure of the districts, the composition of the student population, the specific needs of the student body, the preferences of the parents, and the prevailing educational philosophy.

In order for any choice option to be identified as feasible, it would be necessary to meet certain conditions established by the Board. Some conditions for feasibility might include the following:

- *Disparity*--No option should receive serious consideration for implementation in Virginia unless it can be demonstrated that it does not contribute to disparity among the school divisions.

- *Desegregation and Equity*--In order for any option to be considered for possible implementation in Virginia, it must be demonstrated that it is equally accessible to all students without regard to racial background, social or economic status, or presence of a disabling condition.

- *Funding*-- Prior to any option being implemented in Virginia, a cost-benefit analysis should be conducted and the funding formula be reviewed and revised accordingly.

- *Parent/student information*--Any choice options which receive consideration for adoption in Virginia must be amenable to complete information dissemination to families from diverse backgrounds in their native languages within the limitations of available resources.

- *Parental/taxpayer desires*-- The expressed desires and needs of the citizens of the Commonwealth must be a guiding force in identifying school choice options that might ultimately be identified for possible adoption in Virginia. The potential second phase of this study must include data collection from parents and other members of the public. Care must be taken to ensure that information is gathered from a diverse, representative sample of Virginia parents and other taxpayers using sound research methods. Implementing a choice program without knowing if parents and taxpayers favor choice, what options parents would choose for their children, and why they would make that choice, would be inadvisable since the body implementing choice must know its goals prior to implementing an option. If these goals do not coincide with the wishes of the parents, they will not select schools on the basis of the goals.

- *Transportation*-- In order for any option to be considered for implementation in Virginia, it must be demonstrated that resources for transportation are available in order to make choice accessible to all students.

Finally, in addition to these critical conditions, it must be emphasized that for school choice to be successful, unless it is designed specifically to assist parents to chose schools for convenience reasons, there must be distinctive schools and programs from which to choose. If families are given an opportunity to select the site at which their children will be educated from a number of schools that vary from each other minimally, then choice is an empty concept.

Appendix A

1992 SCHOOL GUIDE

MINNEAPOLIS PUBLIC SCHOOLS

■ Early Education ■ Kindergarten ■ Elementary ■ Middle School

For more information, call 627-2918.

Reprinted with permission from the Minneapolis Public Schools.

How to register your child or make a program change.

The Minneapolis Public Schools Central Placement and Assessment WELCOME CENTER enrolls students in kindergarten through eighth grade programs. The WELCOME CENTER is located at 807 N.E. Broadway. Questions about registration should be directed to the WELCOME CENTER, 627-2918.

The Minneapolis Public Schools is committed to integrated education. This means that placements sometimes are limited because of desegregation guidelines designed to racially balance classes. Space limitations and bus routes also may restrict enrollment at particular schools.

Registering for Kindergarten

Families who wish to enroll children in kindergarten programs are asked to fill in a Request Card due in late February. All requests received by the deadline are considered at the same time. If there are more applicants than spaces available in a particular program, places are filled by random selection. After the deadline, choices may be limited.

After school assignments are made, families are sent a registration packet by mail and must register their children at the school before the end of the school year or the space will be opened for another student.

An Early Childhood Screening for health and school readiness is now required by state law for entering kindergartners and students enrolling in the High Five Program. To make an appointment, call 627-3280. In addition to the Early Childhood Screening Report, you will need a birth record and a record of immunizations when registering your child.

Enrolling in Middle School

Students in grades 6-8 may either stay in an elementary program serving their grade level or choose to go to one of the Minneapolis Public Schools middle schools.

The request for an assignment for middle school for incoming sixth graders is made on the Middle School Request Card in February. If incoming seventh graders do not make a specific program change request, they are assigned to a middle school based upon their home address.

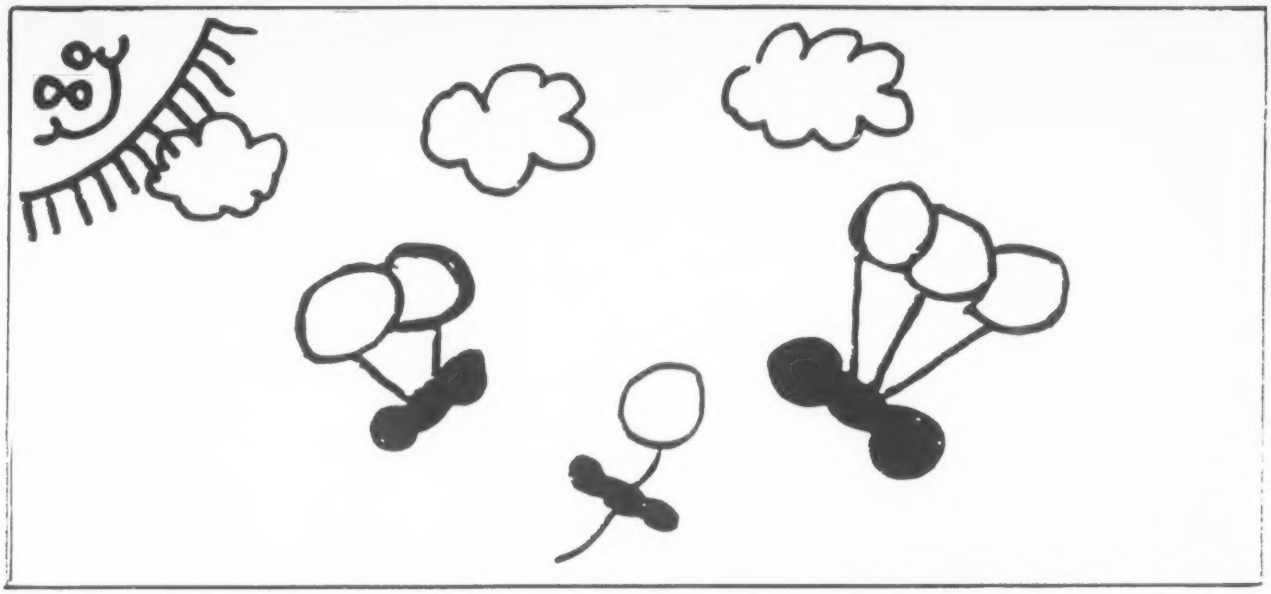
Changing programs

Families may request a program change each May using a Program Change Request Card. Placements are made if space is available. Requests which cannot be filled are kept on waiting lists for one year, so families must renew program change requests each year.

What can you count on in every school?

Although families are asked to request a particular school, every school can provide an excellent education for their child.

Every school has the resources to provide a well-rounded education, no matter what its learning environment or curriculum theme focus. Following is a brief listing of what families can count on in every school.



A safe learning environment

Children are expected to come to school ready to learn and to act in a way that contributes to their learning and to the overall positive learning environment in the school.

Each student has a right to an education that should not be denied because of another student's behavior.

Good discipline therefore creates an environment in which teaching and learning can take place. It helps students learn self control so they may learn. Good discipline leads to respect for law, authority, property, the rights of others and responsibility for self.

The Minneapolis Public Schools has a citywide discipline policy which is followed by principals, teachers and other staff. It contains specific rules and consequnces. Behavior not addressed in the citywide policy will be handled in each school. Each school has clearly stated rules. Due process rights will be respected according to the Pupil Fair Dismissal Act. The emphasis in every school will be to promote positive behavior and build student self-esteem.

Everyone in the school district — administrator, teacher, engineer, bus driver, clerk and student — is responsible for helping to make schools safe, caring, humane, challenging and supportive places for learning. To be effective, schools must be orderly and safe places to learn.

Reduced class size

To improve student achievement, Minneapolis voters approved the Better Schools Referendum in Fall 1990. The money raised by the levy increase is used to reduce class size, to train teachers in strategies that will improve student achievement, and to improve school readiness.

In 1992-93, class sizes in K-2 will be 20; in grades 3-8, 25; and in grades 9-12, 26. In 1993-94, K-2 classes will be limited to 19 students.

Curriculum

The curriculum in each school includes reading and other language arts, mathematics, science, social studies, fine arts, computer instruction, physical education and health.

Schools are expected meet the goals of the Multicultural Gender-Fair and Disability Aware Plan when developing lessons and activities for students so that each student's culture is known and appreciated.

Students learn to use appropriate strategies for acquiring, organizing and evaluating information; clarifying issues; and solving problems.

Every school has a media center with books, media equipment and materials to support instruction.

Special services to meet special needs

Students come to school with a wide variety of needs which are met with special services. A brief listing of these services would include:

- Gifted and Talented Programs
- Special Education Programs
- Social Work Services
- Health Services
- Chapter 1 Programs
- Breakfast and Lunch programs

Transportation

Elementary school children who live a mile or more from school may ride the school bus. All public secondary school students who live 1.5 miles or more from school are also provided with transportation. In addition, transportation is available for elementary students who live less than one mile from school who may encounter traffic hazards. Special Education students receive transportation if needed.

Maximum walking distance to bus stops is one-half mile for secondary students and one-fourth mile for elementary students. A school bus schedule and list of stops will be mailed to every registered student's home in late August.

Parents should remind their children often to follow safety rules when crossing streets and getting on and off the bus. Students receive instruction in bus safety in school as well. Bus safety rules apply to behavior at the bus stop and when leaving the bus. The rules are part of the citywide discipline policy. Students who break the rules will be denied transportation after parents and guardians are notified. The principal and the transportation director will decide how long a student will be denied the privilege of riding the bus.

Riding a school bus is safer than riding in a private auto, according to statistics. Drivers receive special instruction and must pass written and behind-the-wheel tests. Buses acquired since 1977 have padded high back seats and do not require seat belts. Smaller buses do have seat belts. All buses have two-way radios so delays or any problems can be reported immediately.

The bus driver is responsible for supervision on the bus, however aides are assigned to ride on some routes. Parents are welcome to ride on the bus with their children if they receive prior approval from the Transportation Office.

For more information about school bus transportation, please call 627-2580.

Does your family need childcare?

Minneapolis Kids/School Age Child Care is a year-round program that offers high quality child care for school-age children of working and student parents. Service is available before school, before and after kindergarten, after school, school release days and summer vacation days. Parents can choose the sessions which meet family needs.

Skilled child care teachers have a combination of professional training and job experience which enables them to meet the needs of young children.

The staff schedules well-planned, carefully supervised activities which complement school experiences. Children enjoy group activities, free play and personal attention from nurturing teachers. The children have opportunities such as swimming, skating, cooking, painting, playing organized games, going on field trips and using many community and school resources.

Minneapolis Kids/School Age Child Care is open to all Minneapolis Public Schools children. Transportation can be arranged between Minneapolis Kids/School Age Child care programs and schools.

For more information, call 627-2935.

Making a good choice for your child

Choosing an educational program may seem overwhelming. Those making a choice for the first time will find that the following suggestions will help you narrow your choices.

- You will want to **read** about programs and attend **information meetings** and **open houses**, but nothing can take the place of a **visit** to a school to tour classes and meet staff members. **Ask questions** about curriculum, school climate, the school's mission statement, parent involvement, how decisions are made, etc.
- **Talk to other people** who know your child well, especially care givers who see your child in group or educational settings such as preschools, childcare, church schools, etc. Remember that information gathered from other families about schools can be valuable only if you share their feelings about how your child should be educated.
- **Plan to make more than one choice that will be acceptable to your family.** Space limitations limit enrollment in some schools. **It is important to feel comfortable about several choices.**
- If you are interested in a school which is **paired** with another (students attend one school for grades K-2 or 3 and another for 3-6 or 4-6), you might want to read the program description and visit both schools.

What's available?

Early Education Centers

The Minneapolis Public Schools offers several Early Education Centers which serve students in the High Five Program (serving children who turn five between September 2 and December 31 of the year of enrollment) and kindergarten through second grade. The centers focus efforts on educating the young child using developmentally appropriate materials and teaching strategies.

The early education centers provide a warm, nurturing environment where students learn and grow in skills appropriate for their individual developmental needs. There is an emphasis on developing oral language skills.

Students moving out of the centers will be eligible for sibling preference at the school where older family members are enrolled or preference when choosing a program if they do not have siblings. (See p. 8 for a more extensive description. See index for individual Early Education Center descriptions.)

Elementary Choices

The Minneapolis Public Schools offers several options for families selecting schools for their children.

Alternatives have different learning environments. They range from traditional ways of organizing and instructing students to non-traditional ways which might involve team teaching, cross-age grouping and more decisions about learning placed in the hands of the student.

Although **magnet schools** may be structured in one of the alternative styles mentioned above, they also have a curriculum theme focus.

Middle School

Middle school programs in the Minneapolis Public Schools are structured to meet the developmental needs of the young adolescent. Programs are designed to provide a nurturing and challenging environment for students making the transition between elementary school and high school. The intention of middle school programs is to avoid the "mini high school" approach traditionally found in junior high schools.

Middle school students may elect to stay in elementary programs which have 6-8th grade middle school components, or go to one of the school district's seven middle schools.

Elementary programs with middle school components include Open, Continuous Progress (at one site), International Fine Arts (at one site), Fundamentals (at one site), Spanish Immersion, Montessori, American Indian, and French Immersion, and American Indian.

Middle Schools include: Anthony, Anwatin, Chiron, Folwell, Franklin, Northeast, and Sanford.

To find specific school descriptions, see index on p. 7.

BEST COPY AVAILABLE

Elementary Alternatives

- **Early Education Center:** Focused on the developmental needs of young children.
- **Fundamentals:** A traditional school environment with graded classrooms. One teacher directs learning. Letter grades.
- **Contemporary:** Self-contained classroom. One teacher directs learning.
- **Continuous Progress:** May include ungraded classrooms with 2-3 year age spans, team teaching.
- **Montessori:** Ungraded classrooms with 2-3 year age span. Teachers trained in Montessori methods. Emphasis on self-directed learning. Teachers as guides, resources.
- **Open:** Ungraded families or homerooms with age range of 2-5 years. Emphasis on self-directed learning. Teachers as guides, resources.

Magnets

- **American Indian:** Provides American Indian perspectives, support for Indian students.
- **American Indian and French Language:** Emphasis on American Indian values. French, Ojibwe and Dakota language enrichment.
- **International/Fine Arts:** Curriculum focus on cultural understanding, fine arts. World language enrichment.
- **Math/Science/Technology:** Curriculum focused on math/science/technology themes.
- **Public School Academy:** Class sizes of 14. Emphasis on parent-teacher communication.
- **Spanish Immersion:** Students spend up to 50 percent of time learning subjects using Spanish language.
- **Urban Environmental:** Curriculum integration of environmental themes. Uses city environment as classroom.

To find more specific school and program descriptions see index on p. .

School Program Descriptions Index

Early Education Centers

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(Also see elementary programs with 6-8 grades listed in index above.)

ELEMENTARY SCHOOLS

(Listed alphabetically by site name.)

Andersen Contemporary School (4-6)

2727 10TH AVENUE SOUTH • 627-2287

"A School of Many Voices"

(Paired with Cooper, Howe, Hiawatha K-3.)

Student Learning Environment

- Reflects the diverse population of the community we serve.
- Has high academic and social expectations for all children.
- Has home room, grade level classes of 26 students per room.
- Promotes and supports respect for cultural diversity (American Indian, African American, Hispanic, Asian American, European American), gender fairness, and disability awareness.
- Promotes peace and harmony and a chemical abuse free school climate.
- Many opportunities for children to expand and grow: Student Council, choir, talent shows, Sharing programs, Parents as Partners, Science Club, Student of the Month, I CARE Program, and many after school activities.

Curriculum (What children learn)

- Basic life skills (math, reading, relationships, etc.) in a multicultural context.
- Leadership and citizenship.
- Cultural and multicultural literacy by learning of their own culture(s) and the cultures of others, about their community, state, nation and world.
- Specialist classes to develop in physical well being, music, science/art and use of media centers/library skills, and languages such as Ojibwe and Spanish, plus daily learning of English.
- Individual plans for individual special needs are developed by parents and teachers.
- Literature provides stories from many cultures at each grade level.
- Groups to help students with friendships, chemical health, crises such as death, separation, divorce. There is help for individuals too.

Teachers

- Are a culturally diverse group of professional men and women.
- Have high expectations of all students for their academic performance and social successes.
- Encourage all students to reach for their maximum.
- Use instruction that is personalized for individuals, for small and larger groups.
- Work for peace and harmony and a chemically health school climate.

Parents

- Are actively involved at the school through:
  - Successful Parents as Partners meeting monthly.
  - Parent children teacher roller skating events.
  - Proudly attending Student of the Month recognition programs.
  - The school leadership team.
  - The Multicultural Advisory Council.
  - The PTA — a vital support.
  - Volunteering in areas of their interest and attending conferences in support of their children.

Special Features

- The childrens' day is filled with multicultural based lessons and activities.
- American Indian cultural teachings are an on-going part of the school.
- Children spend most of their time with one teacher and a peer group affording the opportunity for deeper relationships to form.
- Teachers are learning and growing using new experimental methods for a culturally diverse population. They work with people from colleges and universities daily. This enriches the education of the children.
- There is a dynamic Community Education program, Minneapolis Kids School Age Childcare and Early Childhood Family Education at the school site.

(For boundaries, call the Welcome Center, 627-2918.)

Andersen Open School (K-8)

1098 ANDERSEN LANE • 627-2295

(Incorporates American Indian Program.)

Student Learning Environment

- Provides a child-centered, multi-aged team that is informal, relaxed, spontaneous, fun, and exciting.
- Provides for self-directed, student-initiated learning, where students learn to take responsibility for themselves.
- Provides a classroom where self-esteem and cultural pride are prime objectives.
- Provides a family-type structure, based on strong interaction between students, teachers and parents, functioning in an environment where a sense of community is integral to the program.
- Provides community and school resources that are coordinated by three social workers, with one specifically assigned to focus on American Indian student needs.

Curriculum

- Emphasizes student choices and decision-making.
- Utilizes basic skills as a foundation for all learning.
- Emphasizes affective education as a means for improving self-esteem.
- Emphasizes student, teacher, parent and community learning materials.
- Is personalized and made meaningful by:
  - using individual projects.
  - combining all subject areas, including the arts, around themes and cultural ideas.
  - reflecting attention to differing learning styles.
  - Will integrate Multicultural Gender Fair Disability Aware perspectives into all the subject areas.
  - Offers classes in American Indian culture and the Ojibway language, taught by American Indian culture and language specialists.
  - Plans special American Indian cultural activities for students and their families.
  - Examines many cultures and focuses on famous people, contributors and the philosophies of each of them.

Teachers

- Respond to spontaneous interests and needs of students while functioning as guides and facilitators of learning.
- Work and plan in teams.
- Provide an accepting and nurturing classroom environment and welcome parent participation in the classroom.
- Are being trained to incorporate a broad spectrum of cultural perspectives in the curriculum. (Andersen is the school district's Multicultural and Gender Fair demonstration site.)
- Two of the teachers of Ojibway language and culture are on our staff, with one of them also functioning as an elder in the Indian community and at school. The elder provides guidance to teachers, students and families.
- Participate in site-based decision-making.
- Our staff is one of the most racially diverse in the city of Minneapolis.

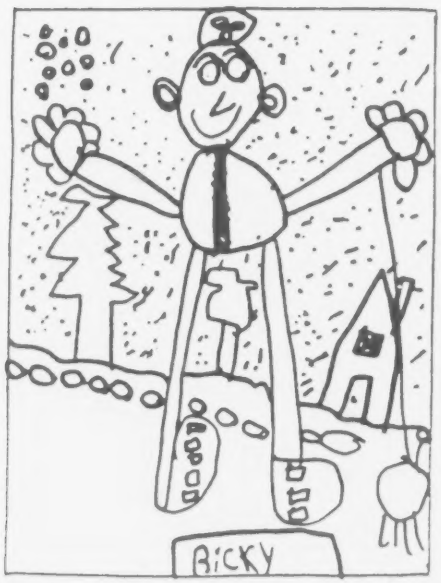
Parents

- Are encouraged to become a part of the school community through participation in school advisory groups, the parent-teacher organization and other decision-making committees.
- Volunteer in classrooms to support instruction and to provide our students with many different cultural models that support education.
- Attend student teacher goal-setting conferences.
- Are encouraged to take advantage of other programs available at the Andersen site, such as Early Childhood and Family Education, Community Education and Minneapolis Kids School Age Child Care.
- Ojibway language classes are offered for parents through the Community Education Program.

Special features at Andersen Open

- The Board of Education adopted a plan designating the Andersen Complex as the Multicultural Gender Fair and Disability Aware Laboratory Demonstration site in June 1989. Our desire is to establish a model demonstration site for the implementation of exemplary Multicultural Gender Fair instructional practices and curriculum.

(For boundaries, call the Welcome Center, 627-2918.)



Armatage Contemporary School (K-3)

2501 WEST 56TH STREET • 627-2480

(Paired with Lyndale 4-6.)

Student Learning Environment

- Your child is taught by one teacher who can structure time and curriculum within the classroom.
- Your child's class will usually have one grade level.
- The children in your child's classroom will be at different achievement levels.
- The classrooms may be arranged in different ways to provide for independent and cooperative learning.

Curriculum

- Your child will experience a balanced curriculum of academics, the arts, technology, study skills and citizenship skills with an emphasis on basic skills.
- Your child will be taught according to his/her level of learning.
- Your child's achievement and efforts will be continuously evaluated, and adjustments in the curriculum will be made as needed by your child.
- Your child's progress will be reported through a report card, graded classroom work, notes, calls and conferences.
- Kindergarten, first and second grade students will each have an Individualized Learning Plan.
- First grade students will be using the Companion Reading Program.
- Children who are eligible will be a part of our High Potential Program.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques to meet individual student needs.
- Usually a trained specialist will provide instruction to your child in physical education, media/library, and the arts.

Curriculum

- Parents play a vital part in their child's education and their involvement will help your child to be more successful in school.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.A., Building Leadership Committee, parent workshops, and other parent meetings.

Special features at Armatage

- Limited English Proficiency Program with students from many foreign countries.
- Enrichment Program.
- Book Nook Program stressing literature appreciation.
- Systematic Instructional Management Strategies (SIMS), a citywide Special Education Program.
- Chapter 1 program which gives additional help to students in the areas of math and reading.

(For boundaries, call the Welcome Center, 627-2918.)

Bancroft Continuous Progress School (3-6

1315 EAST 38TH STREET • 627-236

(Paired with Ericsson K-2.)

Student Learning Environment

- Your child will work together with students of various ages and ability levels.
- Your child will work in a variety of learning groups that address learning styles, skill levels and developmental needs.
- Your child will work in groups which are fluid and flexible to meet the needs of students.
- Your child will be a member of a socially, academically and culturally diverse team.

Curriculum

- The curriculum is a sequence of skills and content in all subject areas.
- The curriculum supports students progressing at their own rate without regard to grade designation.
- The curriculum consists of a variety of materials and methods such as:
  - Mini Courses
  - Thematic Teaching — including interdisciplinary approaches: social studies, literature, other languages, art, music and physical education)
  - Cooperative Learning Groups
  - Student Projects Contracts
- The curriculum is supported by the Media Technology Center and a Fine Arts Program.
- Social skills are systematically taught to support behavioral expectations — Bancroft Expects Success Today — B.E.S.T. Program.

Teachers

- Teacher teams work together to coordinate, plan and teach learning activities for students.
- Teachers assess and evaluate students at their individu skill level.
- Teachers advance students when the students a ready.
- Teachers are primary communicators with home ar family.

Parents

- Parents are co-partners with their child and the teachir team.
- Parents can offer their support, experience ar expertise to the team and the school.
- Parents are involved in educational planning.
- Parents are invited to participate in special program events and learning activities as members of the Bancr School Community.

Special Features

- Band
- Choir
- Peer Tutoring
- Student Support Groups
- Limited English Proficiency Program for Lao and Hmor students
- Artists In Residence Programs

Future Focus

1. Development of World Language Exploratory Program
2. Further development of an after school enrichment and activity program.

(For boundaries, call the Welcome Center, 627-2918.)

Barton Open School (K-8)

4237 COLFAX AVENUE SOUTH • 627-2373

Student Learning Environment

- Engages your child in a child-centered, cooperative classroom.
- Identifies your child's learning needs (styles) and provides for them through a variety of experiences, group sizes, spaces, and activities.
- Provides for opportunities to become self-directed students who initiate learning and take responsibility for their actions.
- Celebrates differences and enhances self-esteem by emphasizing a respectful, accepting school environment.
- Provides a family-type structure where students remain with the same teacher for more than one year.
- Provides many opportunities for interaction between students, teachers, parents, and community.

Curriculum

- Emphasizes student choices and decision making.
- Utilizes basic skills as a foundation for all learning.
- Emphasizes student, teacher, parent, and community learning materials.
- Emphasizes active, absorbing activities.
- Provides for reflective thought and connection making by utilizing discussions, open-ended questions, and formal and informal materials.

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- Is personalized and made meaningful by:
  - using individual projects.
  - combining all subject areas, including the arts, around themes.
  - addressing different learning styles.
  - using student's interests and experiences as a springboard to learning.
  - seeking out and using additional resources to meet individual needs.

Teachers

- Help students identify, clarify, and act on their own interests and needs.
- Function as guides and facilitators of learning.
- May work and plan in teams or by themselves.
- Provide an accepting, nurturing classroom environment.
- Welcome parent participation in the classroom.

Parents

- Participate in school decision-making groups and committees.
- Are primary promoters of learning for their children.
- Attend student teacher goal setting conferences.
- Are welcome in school anytime as observers, helpers, option teachers, and participants.
- Are partners with students and teachers as part of their child's total learning environment.
- Work in small groups with students.

Evaluation

- Student/parent/teacher goal-setting conferences.
- Personalized and noncompetitive.
- Ongoing, formally and informally, throughout the year by students, his/her parents, and teachers.
- Portfolios, exhibitions, and achievement days are used regularly along with student self-evaluations to provide authentic assessment of student progress.

Special Features

- Option Program
- Peer Tutoring
- Cross-Age Tutoring
- Multi-age classrooms
- Product and Performance Opportunities
- Site-based managed

(For boundaries, call Welcome Center, 627-2918.)

Bethune Continuous Progress School (K-3)

919 EMERSON AVE. N. • 627-3185

(Paired with Holland 4-6.)

Student Learning Environment

- Your child will work together with students of various ages and ability levels.
- Your child will work in a variety of learning groups that address learning styles, skill levels and developmental needs.
- Your child will work in groups which are fluid and flexible to meet the needs of students.
- Your child will be a member of a socially, academically and culturally diverse team.

Curriculum

- The curriculum is a sequence of skills and content in all subject areas.
- The curriculum supports students progressing at their own rate without regard to grade designation.
- The curriculum consists of a variety of materials and methods such as:
  - Mini Courses
  - Thematic Teaching
  - Cooperative Learning Groups
  - Student Projects/Contracts
- The curriculum is supported by the Media Technology Center and a Fine Arts Program.
- Social skills are systematically taught to behavioral expectations — Bancroft Expects Success Today — B.E.S.T. Program.

Teachers

- Teacher teams work together to coordinate, plan and teach learning activities for students.
- Teachers assess and evaluate students at their individual skill level.
- Teachers advance students when the students are ready.
- Teachers are primary communicators with home and family.

Parents

- Parents are co-partners with their child and the teaching team.
- Parents can offer their support, experience and expertise to the team and the school.
- Parents are involved in educational planning.
- Parents are invited to participate in special programs, events and learning activities as members of the Bancroft School Community.

(For boundaries, call the Welcome Center, 627-2918.)

Bethune Public School Academy (K-6)

919 EMERSON AVE. N. • 627-268

Student Learning Environment

- Your child's class will have a 14:1 student-teacher ratio.
- Your child will usually be taught by one teacher who is responsible for structuring time and activities for the students.
- Your child's teacher has an opportunity to carefully monitor your child's emotional, academic and social needs. (Some Special Education services are not available at the Public Academy.)
- Your child's teacher will provide instruction in all subject areas other than media and technology.
- Your child will be encouraged to work cooperatively in learning groups with other children.

Curriculum

- Your child will learn basic skills and other learning objectives of the Minneapolis Public Schools in a setting where attention to individual differences and learning styles is an integral part of teacher planning.
- Your child will participate in many hands-on learning activities.
- Your child's achievement will be carefully monitored and evaluated. That evaluation will be shared with parents on an on-going basis through phone and written communication, as well as regularly-scheduled conferences and report cards.

Teachers

- Teachers are committed to using the advantage of small class sizes to meet the needs of individual learners.
- Teachers will teach nearly all subject matter with a emphasis on integrating all subjects.
- Teachers work together with the principal to mak decisions using a "site-based management" model.
- Teachers are provided with outside telephone lines i their classrooms and answering machines in their home to make communication with parents easier.

Parents

- Parents are in frequent communication with teacher and the principal about the development and achieve ment of their children.
- Parents are encouraged to visit classrooms and participate in activities with their children.
- Parents are urged to communicate with the teache using the special communication opportunities of home phone calls and in-room lines, as well as attending teacher-parent conferences.
- Parents are encouraged to participate in the parent teacher organization.

Special Features

- 14:1 student-teacher ratio.
- Increased parent-teacher communicatoin, primarily through the use of telephones installed in each classroom and answering machines.
- An active business/school partnership with General Mills.

(The Public School Academy serves students who live north of Hwy 12 and Hwy 94 to the river.)

Burroughs Fundamentals School (K-6)

1501 WEST 50TH STREET • 627-2488

Student Learning Environment

- All teaching and activities within your child's classroom are coordinated by one teacher.
- Within the classroom, groups are established for learning activities and to meet the individual needs of children.
- High standards of academic achievement, the growth of a positive self-image and self-respect, a sense of responsibility, respect for others, and an atmosphere that supports these goals are promoted.

Teachers

- Your child's achievements, efforts and growth are continually assessed and evaluated by the teachers with whom you are encouraged to discuss your expectations and concerns.
- Teachers will inform you of your child's progress in informal ways (notes, calls) and formally (conferences and report cards).
- Teachers and support staff are experienced, dedicated, caring professionals with positive attitudes toward children and commitment to quality education.

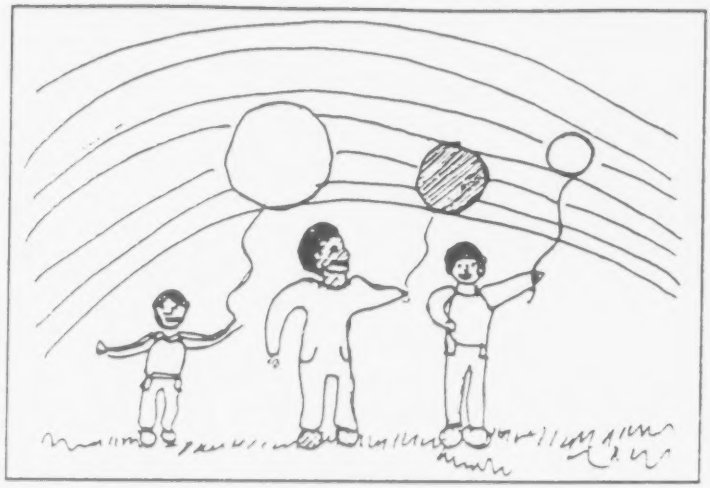
Parents

- Parents are welcome and encouraged to be involved in their children's education, to volunteer, attend school functions and to support school activities.
- Fall conferences allow teachers and parents to meet and discuss a child's progress. Participation in conferences is an essential part of the home and school partnership.
- An active and effective Parent Teacher Organization supports the school program by sponsoring special events, speakers, assemblies and informational meetings. All parents are encouraged to attend monthly meetings of the PTO.
- All parents are invited to school for events such as Open House, music programs, Partnership Day, field day and

to help as volunteers for field trips and other special events.
- Parents and teachers work together on committees to maintain excellence in programs and develop new programs as needed.

Special Features of Burroughs

- Student achievement awards given regularly.
- Monthly newsletter.
- Latchkey (Minneapolis Kids) Program before and after school.
- Annual carnival, read-a-thon, book fair, school spirit activities sponsored by the PTO.
- Nurturing environment.
- Large playing field, new playground equipment and scenic location on the banks of Minnehaha Creek.
- Programs coordinated with Minneapolis Police and Fire Fighters, e.g. Project Dare.
- Junior Great Books Program.
- Student Council for grades 1-6.



- Band, strings and chorus are available in addition to the K-6 program.
- Parent and community resource volunteers.

(For boundaries, call the Welcome Center, 627-2918.)

Cooper Contemporary School (K-3)

3239 44TH AVENUE SO. • 627-2614

(Paired with Andersen 4-6.)

Student Learning Environment

- Your child is assigned to one teacher who provides the educational program as needed and curriculum within the classroom.
- Your child's class will usually have one grade level.
- The children in your child's classroom will be at different achievement levels.
- The classrooms may be arranged in different ways to provide for independent and cooperative learning.

Curriculum

- Your child will experience a balanced curriculum of academics, the arts, technology and study skills and citizenship skills with an emphasis on basic skills.
- Your child will be taught according to his/her level of learning.
- Your child's achievement and efforts will be continuously evaluated, and adjustments in the curriculum will be made as needed by your child.
- Your child will receive a report card three times a year using a grading system based on "excellent" through "needs improvement."
- Your child's progress will be reported through a report card, graded classroom work, notes, calls and conferences.
- Your child will learn some parts of curriculum through Performance Arts.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques to meet individual student needs.
- Usually a trained specialist will provide instruction to your child in physical education, media library, and the arts.
- A psychologist helps teachers design behavior management programs.

Parents

- Parents play a vital part in their child's education and your involvement will help your child to be more successful in school.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.A., Building Advisory Council, parent workshops, and other parent meetings.
- Parents may receive counseling about available services.
- Grade level parents meet on a regular basis.

Special Features At Cooper

- Third grade choir.
- Technology Lab.
- Variety of Special Programs: Friendship Groups, Project Motivation, Mentor Program, Children in Change.
- Weekly Newsletter.

(For boundaries, call the Welcome Center, 627-2918.)

Dowling Urban Environmental Center K-6

3900 W. RIVER PARKWAY • 627-2732

Student Learning Environment

- Your child's "environment" includes classroom, school, community, city and world which will be explored through natural, social, valuing and action contexts.
- Your child's class will usually have one grade level.
- The children in your child's classroom will be at different achievement levels, but each child will be taught according to his/her level of learning.
- Students in typical classrooms and profoundly handicapped students will be together for many activities.

Curriculum

- Your child's curriculum will be interdisciplinary, emphasizing environmental themes in science, language arts, fine arts, social studies mathematics and technology.
- Students will gain an understanding of the topic within the classroom and then move to the outdoor classroom on the school grounds, to local nature centers, the neighborhood, environmental camps and the city.
- The program will focus on urban concerns.

Teachers

- Teachers have special training and expertise in environmental education curriculum and instructional strategies.
- Teachers have special skills and training to include severely handicapped students in regular school activities.
- Specialists will provide classes in Physical Education and may provide classes in Art, Media and Music.

Parents

- Parents are vital to the program. They serve as collaborators on research projects, tutors, classroom contact persons, leaders of after-school activities, resources and links to community, state and federal agencies.
- Parents serve on PTA, Building Advisory Committees and task forces related to environmental themes, special education integration and children at risk.
- Parent-teacher-student dialogue is emphasized and encouraged.

Evaluation

- Parents are urged to attend parent-teacher conferences.
- Report cards will inform you of your child's progress.

Dowling serves students who live south of Hwy. 12 and 94 to the river.

Downtown Central (K-2)

333 12th STREET SOUTH • 627-2918

Student Learning Environment

- The learning environment is student-centered, with teachers acting as guides in the learning process.
- The learning environment emphasizes hands-on learning.
- Students work in cooperative learning groups.
- Excellence is expected, achieved and celebrated.
- Your child will be part of a culturally diverse community.

Curriculum

- Global community relations is the organizing theme for curriculum.
- Basic skills are learned within the thematic approach.
- Personalized learning plans guide curriculum and instructional planning.
- Collaboration is modeled and taught.

Teachers and Parents

- Parents and teachers collaborate to plan educational outcomes.
- Parents and teachers communicate frequently.
- Parents and teachers serve on the site-based management team.
- Parents and teachers work together to facilitate the learning process.

Special Features

- Climate for Learning Program
- Before and after school program
- Easy access to educational resources found in the central city, including arts organizations, businesses, etc.

(Downtown Central is a corporate classroom school. For enrollment information, call 627-2918.)

Downtown Open (K-3)

730 2nd AVENUE SOUTH • 627-7145

Vision

- The Downtown Open School is a child-centered place of learning where all individuals help each other acquire knowledge, skills, and positive attitudes towards self and others. All individuals will become empowered to solve problems, think creatively, continue learning, and develop their maximum potential. This workplace school is sponsored jointly by N.S.P. and I.D.S.

Student Learning Environment

- Emphasizes child-centered cooperative classrooms — informal, relaxed, spontaneous, fun, and exciting.
- Maintains strong and on-going interaction between students, parents, teachers, and the community, which provides a family-like environment.
- Exploits the vast potential of downtown Minneapolis as a learning resource.
- Employs personalized learning plans that take into account each child's unique learning styles and needs.
- Provides self-directed students with opportunities to take responsibility for individualized learning activities.
- Celebrates differences and enhances self-esteem by emphasizing acceptance and respect.

Curriculum

- Is personalized and made meaningful through individualization and integration across subject areas.
- Uses basic skills as a foundation for all learning.
- Is bilingual. (Spanish in the p.m.)
- Emphasizes student choice and decision making.
- Emphasizes cooperative learning, instructional technique that maximizes students' social skills and cognitive development.
- Uses hands-on approaches to math and science, and a process whole language approach to language arts.

Teachers

- Function as guides and facilitators of learning.
- Help students identify, clarify, and act on their own interests and needs.
- Work as a team with each other and with parents.
- Respond to spontaneous interests and needs of students.
- Provide an accepting and nurturing classroom environment.

Evaluation Process

- Emphasizes student/parent/teacher goal-setting conference.
- Is individualized and non-competitive.
- Is on-going, formally and informally, throughout the year.

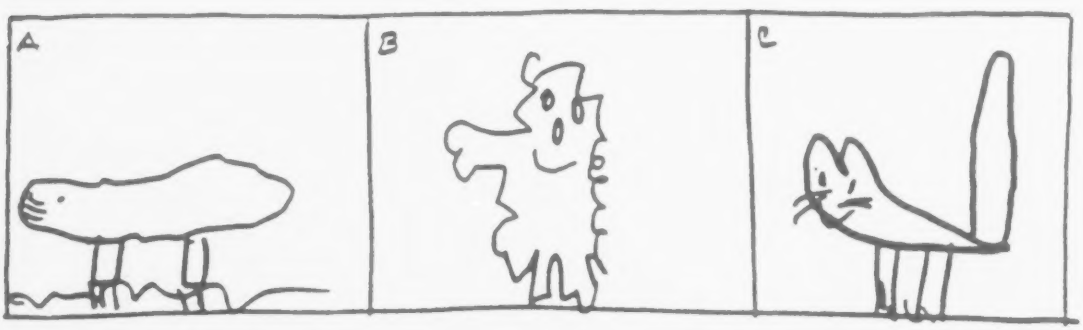
Parents

- Participate in school advisory groups and other decision making committees.
- Are the primary promoters of learning for their child and accept responsibility for their child's total learning environment.
- Learn along with their child at home, in school, downtown, and in the community.
- Attend student parent teacher goal-setting conferences.
- Are welcome in school **anytime** as observers, helpers, special instructors, and participants.

Special Features

- Tutors, interns, and other instructional support from Augsburg College in Minneapolis.
- Cross-aged grouping of students in multi-ability classrooms.
- All-day kindergarten.
- On-site before-and after-school child care offered by Minneapolis Kids (part of Mpls. Public Schools) at nominal cost.

(Downtown Central is a corporate classroom school. For enrollment information, call 627-2918.)



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Ericsson Continuous Progress School (K-2)

4315 31ST AVENUE SOUTH • 627-274

(Paired with Bancroft 3-6.)

Student Learning Environment

- Your child will work together with students of various ages.
- Your child will work in a variety of learning groups that address learning styles, skill levels and developmental needs.
- Your child will work in groups which are fluid and flexible to meet the needs of students.
- Your child will be a member of a socially, academically and culturally diverse team.

The Curriculum

- The curriculum reflects the need to develop the "whole child" and stresses learning in cognitive development, social development, physical development, personal development and aesthetic creative development.
- The curriculum supports students progressing at their own rate without regard to grade designation.
- The curriculum consists of a variety of materials and methods such as:
  - Mini Courses
  - Thematic Teaching
  - Cooperative Learning Groups
  - Student Projects Contracts
- The curriculum is supported by the Media Technology Center.
- Support staff work collaboratively with classroom teachers to provide a comprehensive, integrated curriculum.
- Teachers plan the curriculum using an Individualized Learning Plan.

Teachers

- Teacher teams work together to coordinate, plan and teach learning activities for students.
- Teachers assess and evaluate students at their individual skill level.
- Teachers advance students when the students are ready.
- Teachers use a variety of instructional techniques to meet the individual needs of the students.

Parents

- Parents are co-partners with their child and the teaching team.
- Parents can offer their support, experience and expertise to the team and the school.
- Parents are involved in the advancement process.

Special features at Ericsson

- Computer laboratory.
- Talent Pool — 5-6 weeks of special learning projects in Art, Music and Movement.
- Great Books Literature Classes.
- Community Education Program.
- Limited English Proficiency (LEP) Center.
- Climate for Learning Program.
- Minnesota Educational Effectiveness Program (MEEP).
- Collaborative Services Model.

(For boundaries, call the Welcome Center, 627-2918.)

Field Continuous Progress School (4-6)

4645 4TH AVENUE SOUTH • 627-2380

(Paired with Hale K-3)

Student Learning Environment

- Students are assigned to a unit of 3-4 teachers.
- Each unit has nearly an equal number of fourth, fifth and sixth grade students.
- Students are members of a socially, academically and culturally diverse team.

Curriculum

- The curriculum is enriched by a variety of activities such as:
  - Options: Students choose a new enrichment class each month.
  - Fine Arts emphasis
  - Madrigal Singers
  - Fourth Grade Choir
  - Concert Choir (5th & 6th graders)
  - Theater Arts
  - Talent Show
  - Two Major Band Concerts
  - Special emphasis each year. For example, activities related to Antarctica Expedition 1989-90; Literary Arts 1990-91.
  - Computer Science Program for all students.

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Teachers

- Team teach and plan together in units of 3 or 4.
- Are trained in the Quest Skills for Adolescence Program.
- Assess and evaluate students at their individual skill level.

Parents

- Volunteer extensively to help in school.
- Are part of an active Building Advisory Council, PTA.
- Are co-partners with their child and the teaching team.

(For boundaries, call the Welcome Center, 627-2918.)

Fulton Contemporary (K-6)

4912 VINCENT AVENUE SOUTH • 627-2494

Student Learning Environment

- Fulton students are assigned to a classroom and teacher for most of the day.
- The student's class will usually have one or two grade levels.
- Children in your child's classroom will reflect the cultural diversity of our city.
- The classrooms are arranged in ways to provide for both independent and cooperative learning.

Curriculum

- At Fulton your child will experience a balanced curriculum of academics, arts, technology, study skills, social citizenship skills and fitness and motor skills.
- Effort is made to present curriculum in an integrated way by providing experiences with broad choices of materials and processes.
- Your child will be taught according to his/her instructional level.
- Your child's achievement and efforts will be continually evaluated, and adjustments in the way the curriculum is presented will be made as needed.
- You and your child will participate in at least one conference each year, and progress will be periodically recorded on report cards and individual learning plans.
- Specialized services are available to children with needs in areas of academics, behavior, speech, language, social, and adapted physical skills.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques to meet individual student needs and learning styles.
- Trained specialists will provide in-depth instruction to your child in physical education, media library, vocal and instrumental music and art.

Parents

- Parental involvement at Fulton is seen daily, as parents work in classrooms and initiate and support many of the extra opportunities for students.
- We encourage parents to visit, volunteer and become part of the school's leadership.
- Our full time parent liaison works to coordinate the efforts of parents.
- Fulton has an active PTSA, numerous staff/parent committees and parent membership on our school's Shared Leadership Team.

Other

- Fulton benefits from being a Hmong and Vietnamese center. Our students are exposed to, and learn from, sharing cultural diversities.
- Through our Student Council, all Fulton students are involved in student government.
- The importance of the fine arts is evident at Fulton where art projects are on display, numerous classroom plays are presented, instrumental, string and vocal music concerts are given, field trips to plays and other cultural events are common, and volunteers trained by the Minneapolis Art Institute expose the students to works of art. Interest in literature is reinforced through our popular Junior Great Books Program.

(For boundaries, call the Welcome Center, 627-2918.)

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Hale Continuous Progress School (K-3)

1220 EAST 54TH • 627-2387

(Paired with Field 4-6)

Student Learning Environment

- Your child will work together with students of various ages.
- Your child will work in a variety of learning groups that address learning styles, skill levels and developmental needs.
- Your child will work in groups which are fluid and flexible to meet the needs of students.
- Your child will be a member of a socially, academically and culturally diverse team.
- Supplementary services for ESL, Chapter I, Special Education, and part of the Gifted Program are team taught in regular classrooms (a "pull-in" model).
- All students participate in multicultural activities, programs, and projects.

The Curriculum

- The curriculum is a sequence of skills and content in all subject areas.
- The curriculum supports students progressing at their own rate.
- The curriculum consists of a variety of materials and methods such as:
  - Interdisciplinary projects planned by teams of teachers
  - Instruction and materials are coordinated and team taught for ESL, Chapter I, Special Education, Gifted, and mainstream students
  - Thematic Teaching
  - Cooperative Learning Groups
  - Student Projects/Contracts
- The curriculum is supported by the Media Technology Center. The Media Center is open continually for reading, research, technology, and individual projects.

Teachers

- Teacher teams and support staff work together to coordinate, plan and teach learning activities for students.
- Teachers assess and evaluate students at their individual skill level.
- Teachers advance students when the students are ready.

Parents

- Parents are co-partners with their child and the teaching team.
- Parents can offer their support, experience and expertise to the team and the school.
- Parents are involved in the advancement process.

Special Features at Hale

- Hale is a MEEP (Minnesota Educational Effectiveness Program) school involving parents and staff in decision making.
- Hale has received state and national recognition as a Fine Arts Center.
- The Hale third grade choir and the Hale Madrigal Singers have been invited to sing at many special events in Minneapolis and Minnesota.
- Compensatory education occurs in the classroom as a "pull-in" model.
- Parents are involved in PTA, BAC (Building Advisory Council), and MEEP, Minnesota Educational Effectiveness Program as classroom and Media Center volunteers, decision making, and fund raising.
- Hmong parents meet monthly to share information and become actively involved in the educational process.

(For boundaries, call the Welcome Center, 527-2918.)

Hall Montessori School (K-6)

1601 ALDRICH AVE. N. • 627-2339

Student Learning Environment

- After kindergarten your child will usually be with children from more than one grade level to allow learning by demonstration, interaction and observation of other children.
- Materials are openly displayed and often self-correcting to help children make choices.
- Your child will usually spend more than one year with the same teacher, building continuity.
- Your child's classroom is a carefully-prepared environment encouraging order, freedom and responsibility.
- Your child will be respected as an independent learner and a peer teacher.
- The program follows a definite plan relating to a child's learning cycle; children learn through the senses at every level.
- Your child will use special Montessori materials in each classroom.
- Your child's learning is not limited to the classroom.

Curriculum

- The program is based on the theories and practices developed by Maria Montessori.
- Montessori lessons are precise and sequential; concrete to abstract.
- Learning stresses a global view and the interrelatedness of all living things.

Jefferson Continuous Progress School (K-6)

(ART AND SCIENCES)

1200 WEST 26TH STREET • 627-3193

Student Learning Environment

- Jefferson encourages children to progress at their own rate.
- Team teaching at Jefferson accommodates the needs of children performing at all levels, from a child who needs extra help with the basics to a child who needs extra challenges.
- Jefferson is a child-centered school where each child is a member of a socially, academically and culturally diverse team.
- Our school neighborhood includes a variety of learning opportunities such as the Walker Art Center, Guthrie Theater, lakes and public library.
- Jefferson children work with students of various ages.
- Jefferson emphasizes a cooperative learning environment among students, staff, parents and community.

Curriculum

- We presently have specialists in science, art, music, media, language arts drama and physical education.
- Our media center, with 17,000 books and 32 computers and a full-time staff, complements student learning.
- Jefferson's gifted and talented program begins in kindergarten and is staffed by a full-time teacher.
- We take a "hands on" approach to math and science utilizing specialized learning kits, such as Lego Logo.
- We provide an arts and sciences curriculum to ensure a global view.
- Our interdisciplinary units stress the interrelatedness of all areas of learning.

Teachers

- The Jefferson staff is aware of, and sensitive to, individual student needs: academic, cultural and social.
- The staff is experienced in continuous progress teaming procedures.
- Our staff is committed to ongoing professional growth.
- Students benefit from the strengths of each teacher using the team approach.

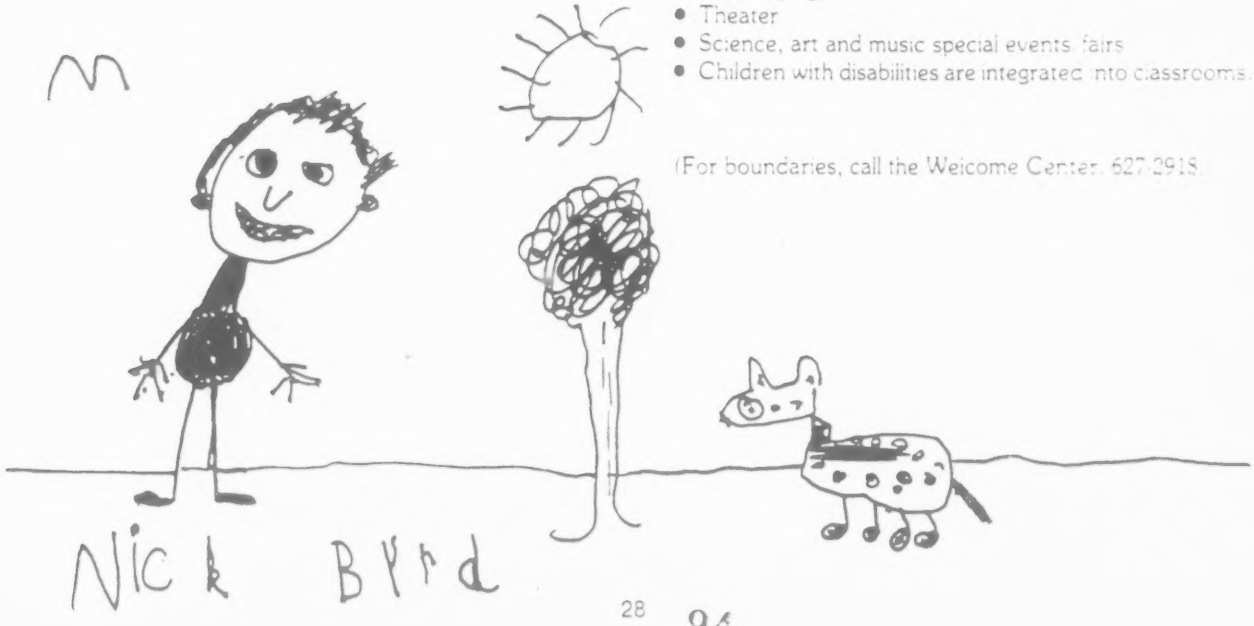
Parents

- Our very active P.T.A. and site-based management committees support the school and shape Jefferson programs.
- Our parents are co-partners with their children and the teaching team.
- Parents and community volunteers are a vital resource to the program.

Special feature at Jefferson

- Art studio
- Science lab
- Musical keyboard lab
- Computer lab
- Student teacher site for several colleges and universities
- English as a Second Language for Spanish
- Choir, band and string instruction
- Omnibus and other mini-courses
- Community Education Classes
- Minneapolis Kids (latch key)
- Easy access to public transportation
- Two large gyms
- Theater
- Science, art and music special events fairs
- Children with disabilities are integrated into classrooms.

(For boundaries, call the Welcome Center, 627-2918.)



Jefferson Spanish Immersion Learning Center (K-8)

1200 WEST 26TH STREET • 627-3193

Student Learning Environment

- This program uses an immersion method beginning in kindergarten in which your child learns regular curriculum in Spanish, and, in the process, learns to understand and speak Spanish and gains a particular appreciation for Spanish-speaking cultures.
- Your child will acquire Spanish as a second language while learning the same curriculum as other Minneapolis Public Schools students.
- Your child will be placed in a grade level classroom and will spend the greater part of the day with one bilingual teacher.
- Your child will spend approximately 50 percent of the school day learning in Spanish.

Curriculum

- Social studies, science, mathematics and Spanish language arts are taught in Spanish by the classroom teacher.
- Reading, spelling, and English language arts are taught in English by the classroom teacher.
- Your child will gain an understanding of, and appreciation for, other cultures.
- Art, music, physical education, media and technology instruction are delivered in English by specialists.
- Additional special services such as a Gifted and Talented Program, Special Education, Chapter 1, and music instruction are provided.
- Students' progress is reported to parents at parent-teacher conferences and on report cards.

Teachers

- Teachers are licensed elementary classroom teachers, fluent in Spanish, with special training in teaching a second language to children.
- Teachers are aware and sensitive to individual student needs.
- Teachers are committed to ongoing professional growth and curriculum development.

Parents

- Parents actively participate in a site-based management program council.
- Parents are welcome as visitors, classroom volunteers and resource people.

Special features 1991-92

- Latch Key and Community Education after school activities are available.
- Choir, band, string instruction.
- Musical keyboard lab.
- Computer lab.
- Easy access to public transportation.
- Two large gyms and a theater.

(Students from throughout the city may attend the Spanish Immersion Program.)

Lincoln Fundamentals (K-6

2131 12TH AVENUE NORTH • 627-288

Student Learning Environment

- Your child is taught by one teacher who directs all classroom activities.
- Your child's classroom will be comprised of children of the same grade level.
- In the classroom, your child will be subgrouped in various subjects to meet individual needs.
- Your child will experience high standards for academic achievement, student behavior and appropriate dress.
- Your child will experience a structured school environment which fosters a sense of responsibility to oneself and others; a sense of security and direction; and the growth of positive self-image and self-respect.

Curriculum

- Your child will experience a balanced curriculum of academics, arts, citizenship and patriotism which builds an appreciation of ethnic, racial and cultural diversity.
- Your child will experience an emphasis on mastery in the basic skill areas of reading, math and language arts.
- Your child will experience a variety of teaching techniques and materials as they progress through the curriculum.
- Your child will experience a developmental homework policy, followed consistently, that promotes good work habits and attitudes.
- Your child will receive letter grades (A-F) on their daily work and report cards.

Teachers

- The classroom teacher will plan and direct the learning activities for your child.
- The classroom teacher will continually assess and evaluate your child's achievement and efforts.
- The classroom teacher will inform you of your child's progress informally (notes, calls) and formally (conferences and report cards).

Parents

- Parents-as Partners describes the home-school relationship.
- Parents are requested to sign a "contract" indicating commitment to support their child and their child's school in the learning process.
- Parents are encouraged to become involved in their child's education by visiting school, volunteering to help at school and attending functions.
- Participating in Fall conferences is required, in order that we may plan together programming that will enhance the learning of all students.

Special features at Lincoln School

- English handbell or recorder choirs for students in grades 4-6
- Band for students in grades 4-6
- Vocal Choir
- Variety of enrichment programs offered at all grade levels
- Prep specialists in the following areas (participation varies depending on grade level):
  - Art
  - Computer
  - Industrial Technology
  - Media
  - Music
  - Physical Education
- Affiliation with the following student support programs:
  - English as a Second Language (ESL) for Laotian and Vietnamese students in grades K-6
  - Afrocentric Educational Academy
  - Baseball, basketball, football, gymnastics, etc.
  - Nurturing
  - Parent/student education program for selected kindergarten students (NEST).
  - Parents for Educational Progress (PEP)
  - After school program with an enrichment curriculum focusing on Afrocentric Culture.

(For boundaries, call the Welcome Center, 627-2918.)

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Loring Contemporary School (K-3)

2600 44TH AVE. N. • 627-2955

Student Learning Environment

- The focus of the learning environment is based on the developmental needs of primary-aged children.
- Your child is taught by one teacher who can structure time and curriculum within the classroom.
- Your child's class will usually have one grade level.
- The children in your child's classroom will be at different achievement levels.
- The classrooms may be arranged in different ways to provide for independent and cooperative learning.

Curriculum

- Your child will experience a balanced curriculum of academics, the arts, technology and study skills and citizenship skills with an emphasis on basic skills.
- The Fine Arts provide a thematic approach to the curriculum.
- Your child will be taught according to his/her level of learning.
- Your child's achievement and efforts will be continuously evaluated, and adjustments in the curriculum will be made as needed by your child.
- Your child's progress will be reported through a report card, graded classroom work, notes, calls and conferences.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques which are developmentally appropriate for primary-aged children and which meet individual student needs.
- A trained specialist will provide instruction to your child in physical education, media/library, music, computer, and language skills.

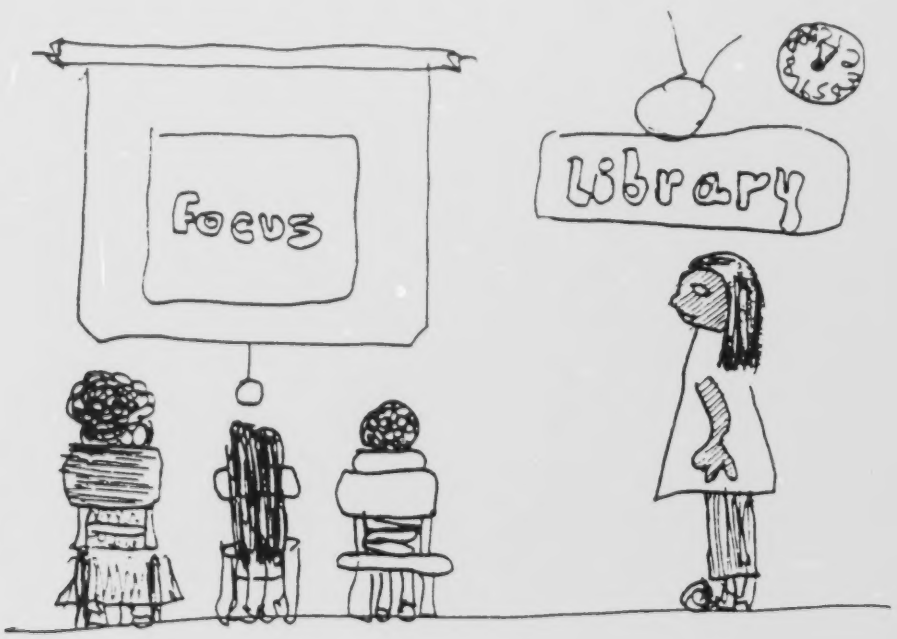
Parents

- Parents play a vital part in their child's education and their involvement will help their child to be more successful in school.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.A., parent workshops, and other parent meetings.

Special Features at Loring

- A partnership with Dayton's retirees and Dayton's Brookdale employees.
- An intergenerational volunteer program.
- A special friendship with Northeast House provides an opportunity for children to help other people.
- Community Education after school program.

(For boundaries, call the Welcome Center, 627-2918.)



Lyndale Contemporary School (4-6)

3333 GRAND AVENUE S. • 627-2395

(Paired with Kenny and Armatage K-3.)

Student Learning Environment

- Your child is taught mainly by one teacher who structures time and curriculum within the classroom.
- Children are placed in classes that usually have one grade level. The children in your child's classroom will be at different achievement levels.
- The classrooms may be arranged in different ways to provide for independent and cooperative learning.
- Classrooms are set in "teams" of 3 or 4 classrooms which are called "Pods". These teams of classroom swill do various activities as a group (field trips, grouping for academics, etc.).

Curriculum

- Your child will experience a balanced curriculum of academics, the arts, technology and study skills and citizenship skills with an emphasis on basic skills.
- Your child will be taught according to his/her level of learning.
- Your child's achievement and efforts will be continuously evaluated, and adjustments in the curriculum will be made as needed by your child.
- Your child will receive a report card three times a year using a grading system based on "excellent" through "needs improvement."
- Your child's progress will be reported through a report card, graded classroom work, notes, calls and conferences.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques to meet individual student needs.
- Specialist Area teachers will provide instruction to your child in Physical Education, Media Library, Music and Art Education.

Parents

- Parents play a vital part in their child's education and your involvement will help your child to be more successful in school.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.P. Parent Teacher Partnership, parent workshops, and other parent meetings. Parents are encouraged to use the Lyndale TransParent School Action Line to remain aware of daily academic activities and learn about upcoming school events.

Special Features

- Gifted/Talented Program - Yellow Brick Road
- Computer Lab Equipment Technology
- LEP Center for Cambodian and Laotian Students
- Band and Orchestra
- Vocal Music Productions
- Building wide emphasis on Climate for Learning Media Center with many multicultural, gender fair, disability aware materials
- Culturally diverse staff
- Community agencies provide extra support services to students
- Site-Based Management Team has been newly created to promote shared decision making between administrators, staff, community and parents. The 1991-92 Lyndale Leadership Council is chaired by a parent.
- Academic competition is encouraged
  - City-Wide Spelling Bee
  - Math Masters
  - Geography Bee
  - History Day

(For boundaries, call the Welcome Center, 627-2918.)

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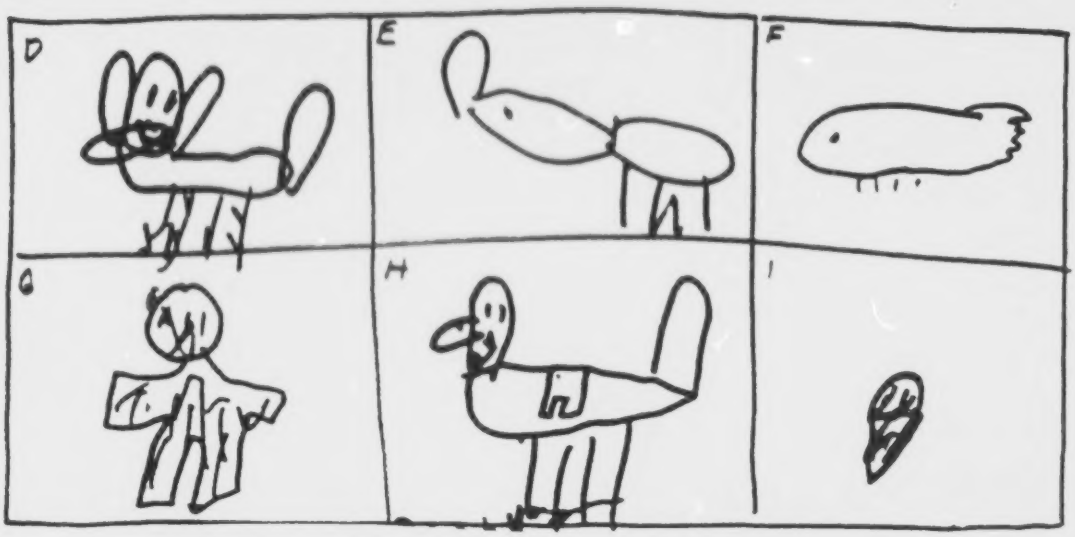

Marcy Open School (K-7)

1042 18TH AVE. S.E. • 627-2271
(415 4th Ave. S.E. for school year 1992-93)

Student Learning Environment

- Your child will be in a child-centered, cooperative classroom that is informal, relaxed, spontaneous, fun and exciting.
- Provides for self-directed, student-initiated learning where students learn to take responsibility for themselves.
- Celebrates differences and enhances self-esteem.
- Provides a family-type structure, based on strong interaction between students, teachers, parents, and community.

Curriculum

- The individual process of learning unfolds through the use of an integrated curriculum.
- Emphasizes student choice and decision-making.
- Utilizes basic skills as a foundation for all learning.
- Emphasizes student, teacher, parent and community learning materials.
- Is personalized and made meaningful by:
  - using individual projects.
  - combining all subject areas, including the arts, around themes and central ideas.
  - reflecting attention to differing learning styles.

Teachers

- Respond to spontaneous interests and needs of students.
- Function as guides and facilitators of learning.
- May work and plan in teams or by themselves.
- Provide an accepting and nurturing classroom environment.
- Welcome parent participation in the classroom.

Parents

- Participate in school advisory groups and other decision making committees.
- Are primary promoters of learning for their children and have the opportunity to accept responsibility for the child's total learning environment.
- Learn along with their children at home, in school and in the community.
- Attend student/teacher goal-setting conferences.
- Are welcome in school anytime as observers, helpers, option teachers and participants.

Evaluation

- Student, parent/teacher goal-setting conferences rather than traditional conferences.
- Personalized and noncompetitive.
- Ongoing, formally and informally, throughout the year by the student, his/her parents and teachers.

Special Features at Marcy:

- Strong emphasis on environmental education.
- Cross-aged grouping of students.
- Parent preference is taken into consideration when placing students in classrooms.
- Intergenerational volunteer program.
- Higher Order Thinking Skills (H.O.T.S.) program.
- Strong after school and community education programs.
- University of Minnesota Junior practicum site.

(For boundaries, call the Welcome Center, 627-2918.)

Mount Sinai American Indian and French Language School (K-8)

2300 CHICAGO AVENUE • 627-716

Mission Statement

- We the students, families, staff, and community are working together in a warm and caring atmosphere.
- While learning about the past, and understanding the present, we are building a bright, healthy, safe and strong tomorrow.
- We seek balance and harmony, excellence and pride in ourselves.
- Together we are responsible for, and respectful of, ourselves, each other, our school, our community and our environment.
- We belong here and we are unique.
- We are created for a purpose and we are part of the circle.

Curriculum

- The district curriculum will be enhanced through the perspectives of the American Indian cultures.
- Interdisciplinary themes will be developed across grade levels.
- Students in grades 1-4 will have the opportunity to learn math, science, social studies, language arts and music in French. This opportunity will be expanded to fifth graders the following year.
- A variety of cultural perspectives, including that of the French-Canadians, will broaden the student's thinking.
- Students learning in French will acquire skills in listening, reading, writing and speaking in French as well as attain the outcomes of the district's curriculum in English.
- Personal growth in the areas of self-esteem, wellness and respect will be stressed throughout the curriculum.
- Students have the opportunity to learn the American Indian languages of Ojibwe, Lakota and Dakota.
- Gifted and Talented, Chapter One, and Special Education programs are available through a collaborative model.

Teachers and Staff

- Teachers and staff will be dedicated to high expectations for all students.
- Teachers and staff will understand the values of the traditional American Indian cultures.
- Teachers will have demonstrable skills in working with culturally diverse students.
- In grades one to five, one teacher at each grade will be a fluent French speaker.
- Fluent speakers of Ojibwe, Lakota and Dakota will provide native language instruction.

Parents

- Parents are instrumental to their children's success and are encouraged to visit the school and participate in school activities.

Community Collaboration

- Tutors available through local service agencies
- Corporate volunteers assist in many classes
- Service learning opportunities available for student volunteers at nearby off-school locations.
- Drum and dance group
- Community education
- On-site daycare
- Parent Welcome Room
- Athletic teams
- Early Childhood Learning Program Site
- Adult Learner Program

(The American Indian and French Language School serves students from throughout the city.)

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Northrop Urban Environmental Center (K-6)

1611 EAST 46TH • 627-2810

Student Learning Environment

- Your child's "environment" includes classroom, school, community, city and world which will be explored through natural, social, valuing and action contexts.
- The children in your child's classroom will be at different achievement levels, but each child will be taught according to his/her level of learning.

Curriculum

- Your child's curriculum will be interdisciplinary, emphasizing environmental themes in science, language arts, fine arts, social studies mathematics and technology.
- Students will gain an understanding of the topic within the classroom and then move to the outdoor classroom on the school grounds, to local nature centers, the neighborhood, environmental camps and the city.
- The program will focus on urban concerns.

Teachers

- Teachers have special training and expertise in environmental education curriculum and instructional strategies.
- Specialists will provide classes in Physical Education, Media and Music.

Parents

- Parents are vital to the program. They serve as collaborators on research projects, tutors, classroom contact persons, leaders of after-school activities, resources and links to community, state and federal agencies.
- Parents serve on PTA, Building Advisory Committees and task forces related to environmental themes, and children at risk.
- Parent-teacher-student dialogue is emphasized and encouraged.

Evaluation

- Parents are urged to attend parent-teacher conferences.
- Report cards will inform you of your child's progress.

Special Features at Northrop:

- Within walking distance of several natural outdoor laboratories — Lake Nokomis, Lake Hiawatha and Minnehaha Creek.
- Cooperative learning groups.
- The Curriculum includes Project Wild, Project Aquatic, and Project Learning Tree which are supplementary environmental education curricula.

(Northrop serves students south of Hwy. 12 and Hwy. 94 to the Mississippi river.)

Olson Contemporary School (K-6)

1607 51ST AVE. N. • 627-2973

Student Learning Environment

- Your child is taught in a self-contained classroom setting.
- Your child's class will usually have one grade level.
- The children in your child's classroom will be at different achievement levels. Grouping within the classroom accommodates these varying achievement levels. Groupings may be large groups or small groups based on student activities.
- The classrooms are arranged in different ways to provide for independent and cooperative learning.

Curriculum

- Your child will experience a balanced curriculum of academics, the arts, technology, study skills and citizenship skills with an emphasis on basic skills.
- Your child will be taught according to his/her learning style.
- Your child's achievement and efforts will be continuously evaluated, and adjustments in the curriculum will be made as needed by your child.
- Kindergarten and Primary students have goals set through Individual Learning Plans.
- Intermediate children will receive a report card using a grading system based on "excellent" through "needs improvement."
- Your child's progress will be reported through a variety of methods such as report cards, graded class work, notes, calls and conferences.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques, strategies and materials to meet individual student needs.
- A trained specialist will provide instruction to your child in physical education, media/library, art and vocal music. Swimming is a part of the program in grades 4-6. Also, instrumental music instruction is an option.

Parents

- Parents play a vital part in their child's education and their involvement will help their child to be more successful in school.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.A. and Parents and Partners meetings.

Special Features at Olson

- Reading and language emphasis with special programs such as literature based reading.
- Cooperative learning a major emphasis.
- Bilingual, as well as English as a Second Language, experience for Hmong children.
- Positive lifelong values developed through several programs including one that integrates children with Autism into the school program.

(For boundaries, call the Welcome Center, 627-2918.)

Pillsbury Math/Science/Technology School (K-6)

2250 GARFIELD STREET N.E. • 627-2822

Student Learning Environment

- Your child's program emphasizes math, science, technology, and communications.
- Your child will be placed in a grade level team. (Grades 1-6 are multi-grade teams).
- Your child will work on schoolwide math, science and technology theme projects (some examples: Machines, Ecology, Winter, Food, Weather, the Human Body) which will incorporate reading and math skills.
- Your child will work cooperatively with other students to learn and help others learn.
- Your child will be enriched with experiences which are based on the schoolwide themes.

Curriculum

- Computers are integral to the program and are used in every team.
- Technology is explored within the schoolwide themes being studied.
- Special science and math experiences include mentors who will enhance the math, science, technology and communications in the schoolwide theme areas.
- To raise awareness of career options and to expand global knowledge, your child will meet and interact with role models from different professions.

Teachers

- Teachers have experience with, and interest in, technology.
- Teachers have additional training in extending math and science concepts, curriculum integration and cooperative learning.
- Skilled specialists will offer Physical Education, Art, Music, Media and have an interest in incorporating schoolwide themes in their special areas.

Parents

- Parents are invited to participate in the Site Council, parent workshops and other meetings.
- Parents are asked to share information about their child's interest in math, science and technology.
- Parents are asked for commitment to participate in one schoolwide theme.

Special Features

- Minneapolis Kids School Age Childcare
- Preschool Special Education
- Early Childhood Special Education

(Pillsbury Math/Science/Technology Center serves students North of Hwy 12 and 94 to the river.)

Putnam Contemporary School (K-6)

1616 BUCHANAN ST. N.E. • 627-3067

Student Learning Environment

- Your child will be placed in a grade level and will spend the greater part of the day with one teacher.
- The children in your child's classroom will be at different achievement levels, and may be grouped to meet specific needs.
- The classrooms may be arranged in different ways to provide for independent and cooperative learning.
- Your child will have opportunities to peer tutor physically and mentally handicapped students.
- All students in grades K-3 receive a Chapter 1 program in a Computer Assisted Instruction Lab.

Curriculum

- Your child will experience a balanced curriculum of academics, the arts, technology and study skills and citizenship skills with an emphasis on language arts and math.
- Your child will be taught according to his her level of learning.
- Your child's achievement and efforts will be continuously evaluated, and adjustments in the curriculum will be made as needed by your child.
- Children grades 3-6 will receive a report card three times a year using a grading system based on "excellent" through "needs improvement." Your child's progress will be reported through a report card, graded classroom work, notes, calls and conferences.
- Children in Kindergarten and first grade will receive Individual Learning Plans.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical and emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques to meet individual student needs.
- A trained specialist will provide instruction to your child in physical education, media/library, music and art.
- Staff provide an accepting and nurturing environment.

Parents

- Parents play a vital part in their child's education and their involvement will help your child to be more successful in school.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.O., Site Council, parent workshops, site based management and other parent meetings.
- Teachers, parents and principal work together to make decisions using a "site-based management" model.

(For boundaries, call the Welcome Center, 627-2918.)

Ramsey International/Fine Arts Center (K-8)

ONE WEST 49TH STREET • 627-2540

Student Learning Environment

- Your child will work with students of various groups that are socially, academically and culturally diverse.
- Your child's group wil reflect stability and flexibility as needed to address learning styles, skill levels and developmental needs.
- Your child will work in small cooperative learning groups for instruction, but will also have some individual, as well as large group, instruction.
- Children are placed in classes that usually have one grade level with various achievement levels.

Curriculum

- All students are required to study Spanish (grades K-5) and an orchestral string instrument (grades 1-5). Spanish and Instrumental Strings are electives in grades 6-8.
- Your child will experience a balanced curriculum of academics. The curriculum areas are designed to promote a broader understanding of the cultures, customs, and contributions of people from many countries — especially those where the Spanish language is spoken.
- Your child will be taught according to his, her instructional level.
- Social Studies and Science are taught in Spanish by partial immersion through the content areas of these courses in grades K-5.
- Visual arts, vocal music, band, physical education, dance, theater, media and technology are taught by specialists.

Teachers

- Provide an accepting and nurturing classroom environment and welcome parent participation in the classroom.
- Participate in site-based decision-making.
- Are culturally and racially diverse.

Parents

- Participate in school decision making groups and committees.
- Are partners with students and teachers as part of their child's total learning environment.
- Provide classroom assistance, help with special events, and respond to particular needs of the program.
- Share their skills, experiences and cultures in the classrooms.

(Ramsey serves students who live south of Hwy. 12 and Hwy. 94 to the river.)

Seward Montessori School (K-8)

2309 28TH AVENUE SOUTH • 627-2447

Student Learning Environment

- After kindergarten, each child will be with the children from more than one grade level to allow learning by demonstration, interaction and observation of other children.
- Materials are openly displayed and often self-correcting to help children make choices.
- Each child will spend more than one year with the same teacher to build continuity.
- Each child's classroom is a carefully prepared environment encouraging order, freedom and responsibility.
- Each child will be respected as an independent learner and as a peer teacher.
- The program follows a definite plan relating to a child's learning cycle; children learn through the senses at every level.
- Each child will use special Montessori materials in each classroom.
- Each child's learning is not limited to the main classroom.

Curriculum

- The program is based on the theories and practices developed by Maria Montessori.
- Montessori lessons are precise and sequential; concrete to abstract.
- Learning stresses a global view and the interrelatedness of all living things.
- Practical life experiences at all ages help children care for themselves and their environment.
- There is an emphasis on environmental and peace education.
- Each child will develp independent learning skills basic to the Montessori philosophy.

Staff/Community

- Seward is developing its systems as a site based management school.
- Parents are encouraged to become a part of the parent, teacher, student organization which provides support for the school community.
- Business/community partnerships are being developed.

Teachers

- In addition to state licensure, your child's teacher will have special Montessori training.
- Teachers are trained to understand and prepare Montessori materials.
- The teacher observes each child, prepares the environment, presents sequential learning demonstrations, and acts as a guide and facilitator to learning.
- Teacher teams work together to coordinate, plan and teach learning activities for children.
- Teachers assess and evaluate students at their individual skill level.

Parents

- Parents are encouraged to learn about Montessori philosophy and to reinforce the school environment at home and at school.
- Parents are encouraged to volunteer on a regular basis.

(Seward serves students who live south of Highway 12 and 94 to the river.)

Wilder Contemporary School (4-6)

3328 ELLIOT AVENUE SOUTH • 627-2628

(Paired with Wenonah, Morris Park, Keewaydin K-3)

Student Learning Environment

- Your student will learn in a child-centered environment providing a balance of structure, creativity and discipline.
- Your child is taught by one teacher who can structure time and curriculum within the classroom.
- Emphasis is placed on learning pro-social skills (life skills).
- Your child will be enriched by the cultural diversity of our population.
- Your child's class will usually have one grade level.
- Emphasis is placed on increasing student achievement in reading and mathematics, our building goal.

Curriculum

- A multicultural, gender-fair, disability sensitive emphasis is provided in all areas of the curriculum.
- Children's literature is included with our reading program.
- Math manipulatives and problem solving experiences are a part of our Mathematics program.
- Your child will receive a report card three times a year using a grading system based on "excellent" through "needs improvement."
- Your child's progress will be reported through a report card, graded classroom work, notes, calls and conferences.

Teachers

- The classroom teacher directs your child's instruction, creating a secure physical, emotional environment and a strong student-teacher bond.
- Teachers use a variety of teaching techniques to meet individual student needs.
- Our strong and experienced teaching staff is committed to the Wilder Contemporary Program.
- A trained specialist will provide instruction to your child in physical education, media/library, music and computer.

Parents

- Parents, staff and community are working together for the good of all students.
- Parents are encouraged to visit the school, volunteer in the classroom and participate in school activities and projects.
- Parents are encouraged to attend conferences to discuss their child's progress in school.
- Parents are invited to participate in the P.T.O., site council, parent workshops, and other parent meetings.

Special Features

- Our modern attractive learning spaces.
- Two computer labs and direct cable access.
- An excellent student recognition program.
- Parents may be involved in selecting a teacher for their child.
- An active Student Council
- In-house Community Education Program
- Choral and Band programs

(For boundaries, call Welcome Center, 627-2918.)

Wilder Fundamentals School (K-8)

3320 ELLIOT AVE. S. • 627-3234

Student Learning Environment

- Your child is taught by one or more teachers who will direct various educational activities.
- Your child's classroom will be comprised of children of the same grade configuration such as grades 6/7 or all the same grade level.
- In the classroom, your child may be subgrouped in various subjects to meet individual needs.
- Your child will be expected to adhere to high standards for academic achievement, excellent student behavior and appropriate dress.
- Your child will experience a structured school environment which fosters a sense of responsibility to oneself and others; a sense of security and direction; and the growth of positive self-image and self-respect.

Curriculum

- Your child will experience a balanced curriculum of academics, arts and citizenship which builds an appreciation of ethnic, racial and cultural diversity.
- Your child will experience an emphasis on mastery in all curriculum areas (reading, math, etc.).
- Your child will experience a variety of teaching techniques and materials as they progress through the curricula.
- Your child will be expected to adhere to a developmental homework policy consistently followed, which promotes good work habits and attitudes.
- Your child will receive letter grades (A-F) on their daily work and report cards in the second through seventh grades. In kindergarten and first grades, they will receive S or N (satisfactory or needs improvement).

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Teachers

- The classroom teacher(s) will plan and direct the learning activities for your child.
- The classroom teacher(s) will continually assess and evaluate your child's achievement and efforts.
- The classroom teacher(s) will inform you of your child's progress informally (notes, calls) and formally (conferences and report cards).

Parents

- Parents-as-partners describes the home/school relationship.
- Parents are required to sign a "contract" indicating commitment to support their child and their child's school in the learning process.
- Parents are expected to become involved in their child's education by visiting school, volunteering to help at school and attending functions.
- Participating in Fall conferences is required.

(For boundaries, call the Welcome Center, 627-2918.)

Wilder Math/Science/Technology (K-6)

3322 ELLIOT AVENUE SOUTH • 627-2634

(Expanding to K-8 by 1994.)

Student Learning Environment

- The students' program will emphasize math, science and technology and will enrich them with a variety of experiences in each area.
- The students will be placed in a grade level and will spend the greater part of the day with one teacher.
- The students may be grouped within a class to meet his/her specific needs.
- The students will work in cooperative groups with other students to learn, and, in the process, help teach each other.

Curriculum

- Computers are an integral part of the program and are used at every grade level.
  - Kindergarten and first grade students use the "Writing to Read" program and use computers to develop and reinforce reading and writing skills.
  - Computers are used as a tool. Word processing, data base, graphics, skill building and other technologies are adapted and integrated into the curriculum.
  - Students use modems and interactive cable to access additional sources of information at a distant site.
- Special science and math experiences include mentors from business, colleges and universities, community groups and parents who volunteer in the classrooms; Take-Home Science Kits; an Annual Science fair; Family Math; and Family Science.
- In order to raise student awareness of career options and to expand their global knowledge, your child will meet and interact with role models from different professions and different established Business Partnerships.
- The curriculum is enhanced through Monthly Options Days which are cross-aged, theme classes emphasizing cooperation and small group skills.

Teachers

- Teachers have experience with, and interest in, technology.
- Teachers have additional training in extending math, science and technology concepts, curriculum integration and cooperative learning.
- Skilled specialists will offer Physical Education, Art, Music, Media, Computer Lab, Chapter 1, Special Education services and a Gifted/Talented program.

Parents

- Parents are actively involved in shared decision making processes through Parent Teacher Organization and Site Base Council involvement.
- Parents are encouraged to be involved in school projects which support the math, science and technology emphasis.
- Parents are encouraged to participate in learning activities such as field trips, Take Home Science Kits, Family Math presentations and Family Science presentations.
- Parents are asked to share information about their child's interest in math and science and technology.

Special Features

- Two computers, printer and large screen monitor per classroom
- Business Partnerships with GrandMet/Pillsbury and McDonalds
- Monthly cable television show produced by students
- Breakfast program
- Community Education program

(Wilder serves students south of Hwy 12 and 94 to the river.)

Willard Math/Science/Technology Magnet (K-6

1615 QUEEN AVENUE NORTH • 627-252

Student Learning Environment

- Your child's program will emphasize math, science, technology and communications.
- Your child will spend the greater part of the day with one teacher.
- Your child will learn to work cooperatively with other students.
- Your child's learning will continue outside the classroom on many field trips.

Curriculum

- Computers and other technologies (like video production) are used at every grade level to improve instruction.
- Math and science instruction emphasizes work with hands-on materials; problem solving experiences; real life applications.
- Visiting scientists and other role models are brought into the classroom or visited "on the job" to improve students' career awareness.

Teachers

- Willard teachers understand the importance of, and work together, to:
  - raise students' self-esteem.
  - help students learn to solve communication problems with other people, as well as math, science and technology problems.
- Classroom teachers have special training in math a science instruction, curriculum integration, cooperat learning, technology and whole language instruction.
- Specialists will offer physical education, art, mus media and special education services.

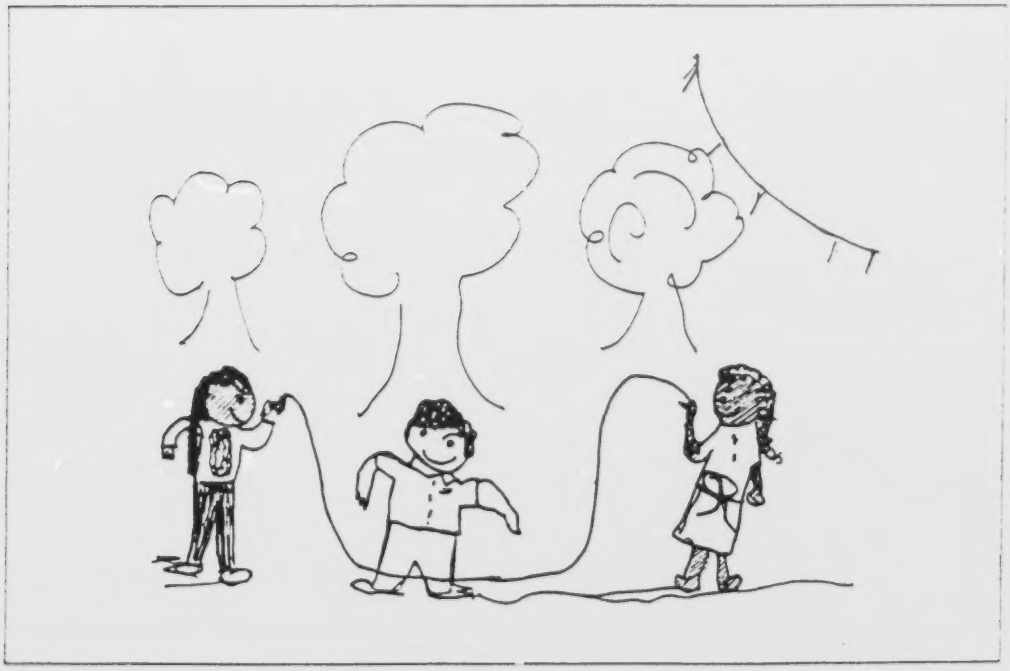
Parents

- Parents are actively involved in the governing coun of the school.
- Parents support the program by attending pare conferences, fall open houses, career awarene programs, PTA meetings, and Family Math and Fam Science classes.
- Parents are invited to participate as classroom camping volunteers and/or career role models.

Special Features at Willard

- School partnerships with Cray Research and Augsbu College
- Three computer lab facilities, as well as computers every classroom
- Take Home Family Science Kits
- Family Math and Family Science classes
- Career awareness activities, field trips and role mode
- Yearly environmental camping trip (grades 4-6)

Willard Math, Science/Technology Magnet serves studen North of Hwy 12 and Hwy 94 to the river.



Appendix B

CHOICE
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CHOICE

EUGENE, OREGON
INTRADISTRICT CHOICE

Purpose

- Improve the public schools by offering parents the opportunity to have their children attend any school in the district

Magnitude

- 18,000 students
- 36 regular and 13 alternative schools
- Alternative schools include:
  - alternative kindergarten programs
  - language programs
  - technology programs
  - dropout prevention programs
- 16 schools are "community schools" where the neighborhood decides what programs will be offered in the school

Admissions

- Open enrollment policy allows any student in the district to attend any school where space is available
- Racial balance is not an issue because of composition of the population
- Director of Elementary or Secondary Education approves transfers
- Eligibility for participating on athletic teams may be affected by the transfer
- Waiting lists exists for some schools

Parent Information

- A description of the program in each school is available for parents to review

Transportation

- Transportation provided to regular school
- Parents required to provide transportation to alternative schools

CAMBRIDGE, MASSACHUSETTS
CONTROLLED CHOICE

Purpose

- Ensure racial balance in the schools by having classes reflect the racial makeup of the system

Magnitude

- School population is made up of 7,541 students (city population is 98,000)
- City is multiracial and multicultural so transitional bilingual education programs are provided for students whose first language is
  - Chinese
  - Greek
  - Guyarati
  - Haitian Creole
  - Hindu
  - Korean
  - Portuguese
  - Spanish
  - Vietnamese

Admissions

- Parents select at least three options per student
- Criteria for assignment include:
  - Racial balance (Plus or minus 5% variance is acceptable)
  - Availability of space
  - Sibling preference
  - Proximity
  - Lottery
- After assignment, students are not transferred to achieve racial balance

Parent Information

- Parent Information Center created to operate controlled choice plan
- All students K-8 register through the center
- Center provides parents information about each school
- Choice counselors visit all families that qualify for welfare to assist with decision making

CHOICE
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CHOICE

EAST HARLEM, MANHATTAN, DISTRICT 4
INTRADISTRICT CHOICE

Purpose

- Increase student achievement and improve district schools by allowing teacher and principal autonomy and giving parents an opportunity to choose a school.

Student Population

- 14,000 school-age students
  - 60% Hispanic
  - 35% Black
  - 4% White
  - 1% Asian
- Over 75% are eligible for free or reduced price lunch
- 10% have limited proficiency in the English language

Magnitude

- 20 buildings house 44 schools
- Each school has its own administrator, and theme or focus
- Elementary
  - Most schools geographically zoned
  - 5 alternative schools
    - Applications accepted
    - Criteria
- Junior High
  - 24 schools
  - No geographically zoned schools
  - All students must apply to one or more schools
  - Each school has its own admissions criteria
- Senior High
  - Specialized high schools with strict admissions criteria
  - Geographically zoned schools for students not in specialized schools

Results

- Reading
  - 32 out of 32 districts in 1974 (prior to program)
  - 15 out of 32 currently
- Mathematics
  - 23 out of 32 in 1983 (test first administered)
  - 19 out of 32 currently

CHOICE
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BUFFALO, NEW YORK
MAGNET SCHOOLS

Magnitude

- 24 magnet programs
  - 12 for Elementary age students
  - 18 for Middle and Elementary age students
  - 9 for High School age students
- 14,000 of the 15,800 students in Buffalo attend the various magnet programs available

Themes/Magnets

- Elementary and Middle offerings:
  - Montessori Center
  - Academic Oriented Programs
  - Multicultural Programs
  - Futures Program
  - Performing Arts and Visual Arts
  - Science Programs Housed at the Buffalo Museum of Natural Science and the Buffalo Zoological Gardens
- High School offerings:
  - Finance
  - Law
  - Computer Programs
  - Science and Mathematics
  - Visual and Performing Arts
  - Honors and Liberal Arts

Admission

- Elementary and Middle
  - Lottery
- High School
  - Entrance test
  - Academic average
  - Letters of recommendation
  - Audition
  - Lottery
  - Expression of student interest
  - Gifted programs require permission for testing and completion of an inventory by the parents
- Enrollments are racially balanced within the district's school desegregation guidelines

Honors

Several of the programs have received United States Department of Education citations "Schools of Excellence" and similar recognition from the New York State Department of Education.

CHOICE
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VIRGINIA GOVERNOR'S SCHOOLS

Purpose

- Provide gifted students with educational experiences which are otherwise unavailable in their home school divisions

Magnitude

- Academic Year Schools
  - Two full-time day schools
  - Five half-day programs
  - Opportunities for students in
    - Science
    - Mathematics
    - Technology
    - Arts
  - Each school develops selection criteria
  - Students apply for admission

- Summer Residential Schools
  - Five schools
  - Opportunities for high school juniors and seniors in
    - Visual and performing arts
    - Humanities
    - Science
    - Technology
    - Mentorships
  - Four to six-week program
  - Selections made by state committee
  - Criteria
    - Academic record
    - Test scores
    - Extracurricular activities
    - Creativity
    - Original essays
    - Teacher recommendations

- Summer Regional Schools
  - 20 schools
  - Opportunities for elementary and middle school students
  - Two to four-week
  - Students apply for admission
  - Each school sets selection procedures

CHOICE
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CHOICE

ROANOKE, VIRGINIA MAGNET SCHOOLS

Magnitude

- Five elementary school magnets
- Three middle schools offering four magnet programs
- One high school offering two programs

Themes/Magnets

- Elementary School
  - Performing Arts
  - Mathematics and Science
  - Learning Center
  - Back to Basics
  - Plants, Animals and the Environment
- Middle School
  - Aerospace
  - Computers, Science and Mathematics
  - High Technology
  - Visual and Performing Arts
- High School
  - High Technology
  - Visual and Performing Arts

Admission

- Open to students from Roanoke City and surrounding counties
- Numerical guidelines governing number, gender and race of students in order to maintain racial and gender balance
- No tuition for nonresident students

Transportation

- Resident students provided transportation
- Nonresident students must make own transportation arrangements

Funding

- Several of these magnet programs are funded through a competitive federal grant for the development of magnet schools to prevent racial isolation.

CHOICE
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CHOICE

RICHMOND CITY
MODEL AND MAGNET SCHOOLS

PURPOSE

- To increase student achievement and improve district schools by allowing parents and students an opportunity to choose a magnet program within the school district.

MAGNITUDE

- Elementary School
  - ❑ Academic Enrichment
  - ❑ International Studies
  - ❑ Creative Writing
  - ❑ Environmental Studies
  - ❑ Family and Community Education
  - ❑ Performing and Visual Arts
  - ❑ Creative and Innovative Approach to Teaching
  - ❑ Building Self-Esteem
  - ❑ Communications and Technology

- Middle School
  - ❑ Computer Technology
  - ❑ Vanguard Schools (innovative programs and teaching)
  - ❑ Accelerated Academics

- High School
  - ❑ International-Governmental Studies
  - ❑ Math, Science, and Technology
  - ❑ Visual and Performing Arts
  - ❑ Professional Development Teacher Academy
  - ❑ Business Enterprise Systems
  - ❑ Life Sciences

ADMISSIONS

- Parents and students select the program of choice and make application.
- Students who live in the school's attendance area are given first priority.
- Where space is limited, a lottery system is used.

TRANSPORTATION

- All students are provided bus transportation to the school of their choice, as long as they live more than one and one-half miles from the school.

FLORIDA
ACCELERATED PROGRAMS

Purpose

- Shorten the time necessary for student to complete degree requirements
- Broaden the scope of curriculum options available to the student
- Increase the depth of study available for a particular subject

Magnitude

- Dual Enrollment Program
  - Students enroll in postsecondary courses credited toward a vocational certificate or a college degree.
  - Students may take classes during regular school hours, nights, or in the summer.
  - Students are exempt from paying registration and laboratory fees
- Early Admission Program
  - Students enroll in a postsecondary institution on a full-time basis in courses that are credited toward a high school diploma and a college degree.
  - Students must have completed six semesters of full-time secondary enrollment, including studies undertaken in the ninth grade
  - Students are exempt from paying registration and laboratory fees

Cost

- Dual Enrollment Program
  - Students are exempt from paying registration and laboratory fees
- Early Admission Program
  - Students exempt from paying registration and laboratory fees

CHOICE
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CHOICE

FAIRFAX COUNTY, VIRGINIA
SCHOOL AND PROGRAM OPTIONS

OPTIONS

- Numerous choice opportunities are available.
  - ❑ Vocational Centers
  - ❑ Foreign Language Partial-immersion Programs
  - ❑ Adult Education Programs
  - ❑ Alternative Education Programs
  - ❑ Home Instruction
  - ❑ Dual enrollment
  - ❑ Pupil Placement Alternatives.

MAGNITUDE

- 1990-91 - more than 19,000 students (over 14% of enrollment) participated in choice programs.
- 1991-92 - more than 1,000 first, second and third graders are enrolled in foreign language partial-immersion programs in which 50 percent of each school day learning in math, science, and health taught exclusively in Spanish, French, or Japanese.
- 1990-91 - 7,225 students attended a school other than that to which they were assigned by residence or special program participation. Reasons for transfer:
  - ❑ Child care
  - ❑ Social/emotional adjustment
  - ❑ Family relocation during the school year

TRANSPORTATION

- Transportation is not provided by the school system.

INFORMATION

- The community is informed of the application process through mailings to the parents, cable television, and the print media.

CHOICE
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MINNESOTA
STATEWIDE OPEN ENROLLMENT

OPTION

- Parents are allowed to enroll their children in schools other than the ones in the district in which the student resides.
- 1988-89 - voluntary program.
- 1990-91 - Minnesota's school districts were required to allow resident students to enroll in schools outside the district.
- Districts may, via school board policy, prevent nonresident enrollees.
- District may limit number of nonresident students because of building, class, program capacity.

MAGNITUDE

- 1989-90 - 0.5% of students participated.
- 1989-90 - 96% of the school divisions participated.

ADMISSIONS

- Denial of nonresident student application cannot be based on:
  - ❑ Previous academic achievement
  - ❑ Athletic or extra curricular ability
  - ❑ Handicapping condition
  - ❑ English language proficiency
  - ❑ Previous disciplinary problems

TRANSPORTATION

- Parent transports to border of nonresident district.
- Low-income families are reimbursed.

INFORMATION

- 96% of the districts provide information upon request.
- Few districts mail information directly to nonresident families.

CHOICE
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MILWAUKEE PARENTAL CHOICE PROGRAM

OPTION

- Low-income parents receive vouchers to use when enrolling their children in private nonsectarian schools.
- The voucher is equal to the state basic aid amount and state payments to public schools are reduced by the same amount.

ELIGIBILITY

- The pupil has to be a member of a family that has a total family income that does not exceed 1.75 times the federal poverty level.

MAGNITUDE

- The program is unique to Milwaukee and is not available to other youth in the state.
- A limit of 1 percent (1,000 students) of the school population may take part in this program.
- No more than 49 percent of the enrollment at a participating private school may be made up of voucher students.
- 550 students enrolled in 1991-92.

REQUIREMENTS

- The state is responsible for informing parents of private schools participating in the program.
- Transportation is provided for participating students.
- Each participating private school must meet at least one of the following standards:
  - At least 70 percent of the pupils in the program advance one grade level each year.
  - The private schools' average attendance rate for the pupils in the program is at least 90 percent.
  - At least 80 percent of students in the program demonstrate significant academic progress.
  - At least 90 percent of the families of pupils in the program meet parent involvement criteria established by the private school.

Appendix C

PUBLIC/PRIVATE CHOICE OPTIONS

DESCRIPTION: Vouchers, tax deductions, and tax credits are three mechanisms must frequently discussed to provide families with financial freedom to select private schools as opposed to public schools for their children.

OPTIONS	DESCRIPTION	TRANSPORTATION ISSUES	FUNDING ISSUES	ADMINISTRATIVE ISSUES	POTENTIAL ROLE OF SEA
Tuition Vouchers	Under voucher plans, families receive direct financial support in the form of a voucher that they can use to "purchase" educational services at any public or private school.	Transportation for private school students? Reimbursement for transportation?	If financial relief to families does not cover entire tuition cost, may the school request payment from families? Would state and local education monies follow students? Where will resources come from? Will funding be available to parents who choose to educate children at home? What about federally funded programs?	Would all private schools be included? Would all private schools be mandated to participate? Would private schools be obliged to comply with federal and state regulations? Monitoring of admission policies. Curriculum standards. Authority and accountability of students. Constitutional issues surrounding separation of church and state.	Information clearinghouse. Do options match Virginia's needs and resources, i.e.: -Disparity; -Desegregation and Equity; -World Class Education? Technical assistance.
Tax Credits	Tuition tax credit for educational expenses from the amount owed in state and local taxes.				Same of above.
Tax Deductions	Educational expenses subtracted from gross income when calculating state and federal taxes.				Same as above.

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SECONDARY/POSTSECONDARY OPTIONS

DESCRIPTION: Specialized programs or curriculum options offered at the high school level in cooperation with other educational agencies to serve the needs of various student levels.

OPTION	DESCRIPTION	TRANSPORTATION ISSUES	FUNDING ISSUES	ADMINISTRATIVE ISSUES	POTENTIAL SEA ROLE
Advanced Placement	Academic course work to challenge the highest achieving students who meet eligibility criteria.	Some schools do not offer a comprehensive array of advanced placement courses and students in schools without advanced placement programs would need transportation. Increased need to transport students to special schools.	Some schools do not have an array of advanced placement courses. Costs for specialized equipment and facilities.	Admission requirements. Evaluation component. Parental involvement.	Could provide long-distance learning opportunities for schools without advanced placement. Assist in curriculum development. Provide practical research information for program planning and implementation. Provide technical assistance in assessing outcomes.
Alternative Education	Special instructional and programmatic provisions made to respond to the needs of individual student in local school divisions.	Same as above.	Costs for specialized equipment and faculty. Expanded facilities may be necessary.	Admission requirements. Need for facility and special equipment. Evaluation component.	Same as above.
Dual Enrollment	High school students take courses at colleges or universities prior to high school graduation.	Same as above.	Cost for students' tuition, textbook, etc.	Admission requirements. Need for facility and special equipment. Evaluation component.	Same as above.
Second Chance Program	Provide alternatives to students who have not been successful in traditional education settings - (At-risk students)	Same as above.	Costs for training of faculty. Expanded facilities may be necessary. Costs for specialized programming.	Incentives to encourage enrollment. Need for facility and special equipment. Evaluation component.	Same as above.

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INTRADISTRICT CHOICE OPTIONS

DESCRIPTION: Under the intradistrict choice plans, parents are allowed to choose their children's schools from schools within their resident school divisions.

OPTION	DESCRIPTION	TRANSPORTATION ISSUES	FUNDING ISSUES	ADMINISTRATIVE ISSUES	POTENTIAL SEA ROLE
Open Intradistrict Enrollment	Parents are given freedom and flexibility in selecting their children's schools within their division.	Increased equipment, staffing, and transportation costs. Possible route and schedule change.	Funds for new and innovative programs. Equity issues. Funding for staff development and training. Cost of dissemination of information. Funds for specialized programming. Cost for expansion or renovation of facilities that house programs that demand more space.	Issue of site based management. Worksite selection. Parental involvement Evaluation component. Increased enrollment due to students returning from private schools. Transportation. Admission requirements. Information dissemination.	Support and technical assistance. Issues surrounding equity and desegregation. Possible funding for innovative programs.
Magnet Schools	Magnet Schools have specialized curricula that is designed to draw students from a variety of racial, ethnic and economic background.	Same as above.	Same as above.	Same as above.	Provide information in a variety of media. Assessment and outcomes. Planning and development grants.
Controlled Choice	Controlled Choice is implemented either as a method of desegregation or as a method of parental choice that maintain a desired racial balance.	Same as above.	Same as above	Same as above.	Serve as a resource to school divisions. Provide planning and development grants. Information clearinghouse.
Teacher Initiated Schools (Charter Schools)	Teacher initiated schools are generated by groups of teachers and principals designed to offer thematically focused instruction.	Same as above.	Same as above	Same as above.	Information clearinghouse.

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INTERDISTRICT CHOICE OPTIONS

DESCRIPTION: Any public school choice approach that allows students to transfer from resident school district into another district to provide more equitable access to a variety of educational programs to families.

OPTION	DESCRIPTION	TRANSPORTATION ISSUES	FUNDING ISSUES	ADMINISTRATIVE ISSUES	POTENTIAL ROLE OF SEA
Statewide Open Enrollment	Any student who resides in the state may apply to attend any public school in the state.	POSSIBLE OPTIONS Full transportation. Partial transportation. Funding for transportation of low income students. No transportation provided outside attendance zone.	Cost for transportation. Reimbursement for transportation. Which school division pays for transportation? Do state and federal funds follow the child? What happens to schools that aren't selected? Possible tax assessment issues. Disparity.	Legislation authorizing statewide enrollment plans. Funding formula. Racial balance. Competition guidelines. Cost factors (staff, transportation, informational materials). Distribution of labor. Accountability. Equal access to quality programs. Admissions policies. Evaluation component. Need for improved facilities and programming.	Central Coordination Technical Assistance Funding mechanism. Address disparity issues. Monitoring desegregation Possibility of additional funds to offset increased LEA expenses. Possibility of grants/incentives. Assessment of student outcome. Information clearinghouse.
Metropolitan Area Open Enrollment	Any student who resides in participating divisions may apply to attend any school in a participating division. Often, magnet school in urban districts.	Transportation for all/some students. Funding for low income students.	Same as above	Same as above.	Same as above.
Contiguous Division Open Enrollment	Students who reside in any given division may apply to attend schools in bordering division.	Same as above.	Same as above.	Same as above.	Same as above.

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Appendix D

SCHOOL CHOICE: AN ANNOTATED BIBLIOGRAPHY

Allen, J. (1991, September 13). Nine phoney assertions about school choice: answering the critics. The Heritage Foundation Backgrounder, 852, 1-14.

The National Education Association is criticized for its stand against school choice. Nine assertions are refuted: (1) undermining America argument; (2) creaming argument; (3) incompetent parent argument; (4) non-academic parental neglect argument; (5) selectivity argument; (6) radical schools scare; (7) church-state problem; (8) public accountability argument; and (9) choice is expensive argument.

America 2000: an education strategy. (1991). (Report No. ED/OS91-13) Washington, DC: Department of Education. (ERIC Document Reproduction Service No. ED 327 0099)

"America 2000" is a national strategy (not a federal program) designed to accomplish in nine years the six national education goals first articulated by the president and the state governors at the 1989 "Education Summit" in Charlottesville, Virginia. America 2000 is described as having four major "parts," and this booklet is organized around those parts: (1) Better and More Accountable Schools (improving the 110,000 existing schools, for today's students); (2) A New Generation of American Schools (bringing 535 new schools into existence by 1996, for tomorrow's students); (3) A Nation of Students (persuading yesterday's students/today's work force, to keep on learning); (4) Communities Where Learning Can Happen (identifying and designating committed "America 2000 Communities," willing to adopt the six national goals, develop a report card to measure their progress, and create and support one of the 535+ "New American Schools"). School choice is one component of no. 1, Better and More Accountable Schools, which should give parents and voters leverage to act. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child to whatever extent state and local policies permit.

Bainbridge, W. L. (1990). Helping families cope with school choices. (ERIC Document Reproduction Service No. ED 325 906)

Most people understand the importance of school choice when it comes to higher educational opportunities, but until the 1990s, those very people did not understand the importance of school choice at the elementary and secondary level frequently because they felt they had no choice. The school choice movement, which started in Minnesota but which has begun to sweep across the nation, highlights both the importance and the availability of school choice. When combined with the large number of relocating corporate employees who have a choice regarding their place of residence and those that have a choice of private schools, the school choice issue becomes an important one for corporate human resource professionals. The results of thousands of parent responses to SchoolMatch family profile questionnaires indicate that parents do not necessarily look for "biggest" and "best" when given a chance to choose their children's schools. In fact, few parents want their children in the most academically rigorous school or the one with the highest test scores; instead, they want their children in an environment that allows each child to excel. The questionnaire results show that parents prefer school systems in which teacher salaries are competitive but not necessarily among the highest. Further, family-oriented communities appear to be important to parents.

Baird, J. (1990). Examining parent selection in the East Baton Rouge Controlled Choice Plan. (Doctoral dissertation, Louisiana State University, 1990). (ERIC Document Reproduction Service No. ED 325 956)

In 1988, the East Baton Rouge (Louisiana) Parish School System implemented an education reform plan to reduce mandatory busing by offering a controlled choice plan allowing educational options. Two years later, parent and community involvement in schools has improved and white enrollment has increased. To understand why a few schools have had limited success at attracting students outside their attendance zones, a study was conducted to identify selection factors important to parents. Following an extensive overview of desegregation efforts and their relationship to choice alternatives,

research findings concerning the current choice debate and parental choice issues are summarized. The study of parental choice influences used a stratified sample of 8 pilot and 8 nonpilot schools with an enrollment totalling 9,000 students. The survey asked respondents to rank eight indicators of school choice (location, school policy, reputation, leadership, distance, physical facilities, extracurricular activities, and school program) from most important to least important. Open-ended questions were also included. Results showed the primary parental choice factors to be location in relation to homes, a school's "face value" or public perception, and leadership and staff abilities and qualifications. Racial composition was only occasionally mentioned. A sample survey is attached.

Bamber, C. (1990). Public school choice: an equal chance for all. New York: Edward John Noble Foundation; Chicago, IL: John D. and Catherine T. MacArthur Foundation, Chicago, IL. (ERIC Document Reproduction Service No. ED 327 917)

Guidelines for creating equitable public school choice programs are offered in this booklet. Section 1 discusses the elements essential to a good public school choice, plan: the reasons for interest in school choice; choice plans in private and independent schools, the history of the school choice movement; and the influences of parents, teachers, and the community on choice plans. The second section describes the ideal school design, learning environments and styles, specialized and alternative programs, and governance plans. Characteristics of good school choice programs are offered in section 3 and considerations for school selections are discussed in section 4. Section 5 describes means for involving and ensuring equal access to all families. The final section describes five successful programs in Cambridge, Massachusetts; East Harlem, New York; Minnesota; Montclair, New Jersey; and Richmond, California. A conclusion is that public school choice must be available to all populations, including disadvantaged groups such as the poor, minorities, and non-English speaking. The appendix lists 12 helpful references.

Bastian, A. (1989, October). Response to Nathan: choice is a double-edged tool. Educational Leadership, 47 (2), 56-57.

Claims that Joe Nathan's article in the same "Educational Leadership" issue stresses positive school choice examples while ignoring the problems of replacing neighborhood schools with a system of unzoned, competitive enrollments. Raises concerns of equity, school improvement, parent involvement, teacher empowerment, school assessment, funding, and community accountability. Includes nine references.

Bauch, P. A., & Small, T. W. (1990). Attitudes and values of inner-city Catholic school parents: development and analysis of a survey. Technical Report #1. (ERIC Document Reproduction Service No. ED 327 604)

This report contains accounts of the scale construction, reliability, and validity of an instrument used to collect parent survey data in a study of Catholic inner-city high schools. The survey was designed to ascertain parents' involvement in their children's schooling based on parental knowledge, reasons for school choice, expectations and personal background characteristics, and perceptions of the school chosen. These data are useful in determining the extent to which parents interact with a school of choice, which is thought to have a significant impact on the academic and social performance of their children. The report is introduced by a discussion of the conceptualization of the survey instrument, based on the research literature, the rationale for selecting the research methodology used, and an explanation of the researchers' approach to scale construction. The main analytic tools were factor analysis, followed by reliability analysis, to assess further the internal consistency of the resulting dimensions. The report also explains how the survey was administered, describes its parent population, and suggests how the instrument could be modified for future use. Appendixes include the questionnaire and a master key for analysis showing all variables and variable combinations. The report includes 32 tables.

Bolick, C. (1990). A primer on choice in education: part I--how choice works. The Heritage Foundation Backgrounder No. 760. (ERIC Document Reproduction Service No. ED 324 741)

Because Americans are spending increasing sums on education without noticeable improvement in student achievement, school choice is becoming the hottest item on today's reform agenda. Choice must not be limited to the affluent; it is most needed by financially poor parents whose children are trapped in the most inferior schools. The chief opponents of many statewide choice schemes have been the education establishment fighting to protect its monopoly and job security. Since competition among schools boosts student performance, choice will actually restore respect for teaching. Principal school choice options include magnet schools, open enrollment, tuition tax credits, vouchers, and home schooling. The first two options normally confine choice to public schools, whereas tax credits and vouchers extend freedom of choice to private schools. Although business leaders and many governors are strongly backing choice, critics claim that widespread freedom of choice would turn inner-city schools into dumping grounds for the very poor and hard-to-educate. This contention is refuted soundly by the East Harlem (New York) experience. When choice was adopted there, two schools failing to attract students were closed and later reopened with new staff and programs. The Bush administration should take its cue from choice proponents across America who have overcome educational establishment opposition and introduced competition and accountability into the school system.

Bolick, C. (1991, February). Choice in education: part II, legal perils and legal opportunities. The Heritage Foundation Backgrounder, 809, 21-28.

Potential legal hurdles facing choice plans are explored, primarily hurdles associated with desegregation. Careful crafting and planning for the legal aspects of choice are described.

Brandt, R.S. (Ed.). (1990-91, December, January). Schools of choice? (Special issue). Educational Leadership, 48(4).

A variety of plans that permit parents to choose the school their child attends are explored. Public school choice issues are also analyzed in this special issue by an ASCD panel.

Cheney, L.V. (1989, March). Catholic schools: A gift to the nation. Address to the Convention, Exposition, and Religious Education Congress of the National Catholic Educational Association, Chicago, IL. (ERIC Document Reproduction Service No. ED 308 608)

This paper raises awareness of the accomplishments of Catholic schools and discusses the model of quality education Catholic schools represent. First, a picture of American public education as a whole is presented, followed by a description of three areas in which the Catholic schools serve as a model for the reforms happening in American public school systems. The first area is curriculum, which is humanities-based and aimed at ethical as well as cultural literacy. The second area deals with teacher education and the fact that Catholic teachers are not required to train in colleges of education. The third area is the administrative structure, which recognizes that the larger the administrative bureaucracy, the lower the quality of education. Other issues discussed are inner city Catholic schools and school choice.

Chicago school reform: September update. (1989). Springfield, IL: State General Assembly. (ERIC Document Reproduction Service No. ED 326 590)

This edition of the Illinois school reform law includes revisions made during the recent legislative session. The text covers every aspect of organization and administration, including finance, hiring and firing, state aid allocation, teacher training and evaluation, pupil lunches, curriculum design, educational objectives, performance audits, transportation, elections, promotions, the operation of local school councils, school choice, enrollment, and attendance.

The choices among "Choice." (1989, August). School Administrator, 46 (7), 16-17. Aug 1989. 89.

Describes various school choice options and explains how each relates to school improvement. Variations include interdistrict choice, post secondary options, second-chance programs, teacher-initiated or chartered schools, controlled choice (to aid desegregation efforts), and magnet schools offering choice within a traditional district assignment plan.

Choosing better schools: the five regional meetings on choice in education. (1990). Washington, DC: Department of Education. (ERIC Document Reproduction Service No. ED 327 975)

A short synopsis of five regional meetings on school choice and follow-up activities is offered in this report. The meetings were held in fall 1989 in East Harlem, New York; Minneapolis/St. Paul, Minnesota; Charlotte, North Carolina; Denver, Colorado; and Richmond, California. Three sections of the report provide a review of choice activities that have occurred since the meetings, a description of types of school choice, and a discussion of school choice and restructuring. A fourth section examines issues relevant to school choice, such as increasing the scope of choice, maintaining a racial balance, and providing equal access to transportation and information. The final section describes Department of Education school choice projects.

Christo, D. H. (1989, April). School choice. Current Issues in Education: A Bibliographic Series, 5 (4). (ERIC Document Reproduction Service No. ED 306 692)

As part of a Current Issues in Education series, this report focuses on public school choice. A 14-page annotated bibliography follows a brief introduction and a list of 11 references on the most recent news items involving the school choice issue.

Clewell, B. C., & Joy, M. F. (1990). Choice in Montclair, New Jersey. A Policy Information Paper. Princeton, NJ: Educational Testing Service. (ERIC Document Reproduction Service No. ED 314 493)

Several public school choice programs are reviewed, and the model program implemented by the Montclair (New Jersey) Public Schools is evaluated. School choice models include: the regulated voucher system, alternative schools, and magnet schools. The Montclair system is an urban school district that has achieved success in desegregating its schools through a voluntary magnet school plan based on choice. Montclair has a total enrollment of 5,104 students, of which 49% are minority students. To study the effectiveness of Montclair's plan in providing racial balance across schools and educational quality and diversity in programs through the use of choice, a case study of the district was conducted in 1987 and a follow-up was completed in the summer of 1989. The choice program allows parents to select the school that they wish their children to attend and register that choice with the central office. The research methodology used to assess the Montclair magnet system involved combining qualitative data (interviews, observation, and document reviews) with quantitative data (standardized tests, enrollments, and census data). Areas assessed include the level of racial integration at the school and classroom levels, general racial climate, quality of education, school climate, curriculum and instruction quality, and program diversity. A 41-item list of references, three figures, and eight data tables are included. A discussion of the case study method is appended.

Chubb, J. E., & Moe, T. M. (1990). Politics, markets, and America's schools. Washington, D.C.: The Brookings Institution.

A highly publicized report on public schools, based upon the "High Schools and Beyond" national longitudinal study, seeks to prove that the fundamental causes of poor academic performance are not the schools themselves but the institutions governing them. Chubb and Moe believe that bureaucracy imposed by democratic principles vitiates the most basic requirements of effective organization. State governments must create a new public education system based on the market principles of parental choice and school competition.

Clinchy, E. (1989, December). Public school choice: absolutely necessary but not wholly sufficient. Phi Delta Kappan, 71 (4), 289-94.

Choice can potentially transform schooling if it is properly understood, carefully thought through, and implemented in stages. Genuine diversity means offering parents and students a range of educational options from preschool through high school. However, the U.S. currently spends more on one Stealth bomber than on all magnet school programs. Includes 11 references.

Clinchy, E., & Kolb, F. A. (Eds.). (1989). Planning for schools of choice: achieving equity and excellence. Book II--planning guide. Andover, MA: NETWORK, Inc. (ERIC Document Reproduction Service No. ED 321 348)

Designed to aid school personnel considering school choice as a possible desegregation method, this booklet explains the principles of controlled choice, presents an overall plan and flow chart, and reviews the types of organizations that might be developed. Controlled choice is a desegregation method that is voluntary, empowers parents and school staff, and leads to new and exciting reorganizations of school and curricula. Controlled choice makes all schools "magnets" for student enrollment, celebrates diversity, and acknowledges differences in learning styles. Although choice alone may increase the comfort level of parents, students, and staff and facilitate school improvement, only controlled choice will also lead to desegregation. Through a controlled choice system, three Massachusetts cities (Lowell, Fall River, and Cambridge) have increased the integration of their schools. Controlled choice has enormous potential for restructuring schools so that they are racially, ethnically, and sexually integrated, as well as high-quality, effective learning places. As this book shows, that potential can only be realized through an extensive, complex planning process involving all elements of the community. The planning process involves five phases: (1) Mechanisms for Initial Planning; (2) The Development of a City-Wide Plan; (3) Planning Individual Schools of Choice; (4) Implementation and (5) the First Year of Full Implementation. School administrators must make a major commitment to school organization and curriculum diversity and to school-based

management. Five appendices present Massachusetts cities' plans and provide further information sources. A brief index is also provided.

Committee for Economic Development. (1991). The unfinished agenda: a new vision for child development and education. New York: Committee for Economic Development.

The nation must redefine its education strategy to be comprehensive in scope and service, especially for children from birth to age 5. Key imperatives for change are outlined, which include programs to assist and strengthen the entire family.

Cookson, P. W., Jr. (1991, February). Private schooling and equity: dilemmas of choice. Education and Urban Society, 23 (2), 185-99.

Identifies some of the salient characteristics of American private schools. Examines possible effects that the status composition of the student body might have in influencing the educational opportunity structure. Raises questions about the educational and social equity of supporting private schools financially through school choice mechanisms such as tax credits, vouchers, or grants.

Coons, J. E. (1989, November). Perestroika and the private provider. Paper presented at the Cato Institute Conference on Education and the Inner City, Washington, DC. (ERIC Document Reproduction Service No. ED 320 977)

This paper responds to the Bush Administration's opposition to including private schools in systems of subsidized choice, and argues that parental choice among public and private schools will promote tolerance and remedy social conflict. In view of President Bush's endorsement of the benign effects of competition, his insistence on an all-public choice system appears contradictory since it amounts to support for a monopoly over a competitive marketplace. The feasibility of school choice exclusively within the public sector is examined. Necessary mechanisms would include open admissions,

transport for disadvantaged students, and a refusal to subsidize unchosen schools or teachers. Such a system does not seem to be under consideration, and the protection of jobs for failed institutions and workers would in any case render it untenable. It is argued that the narrowness of curriculum in an all-public system is offensive to many poor families, whose values it fails to reflect, and that being forced to expose their children to this impoverished and hostile curriculum is a source of deep social resentment. A system that aims to contribute to tolerance and trust among groups will include the choice of private schools and will respect the beliefs and aspirations of low-income and minority parents.

Crohn, L., & Hansen, K. H. (1990). Public school choice: a selected annotated bibliography. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 323 587)

This annotated bibliography offers a sampling of a wide variety of viewpoints on the topic of school choice. Fourteen references selected for annotation, ranging from a 3-page journal article to a 266-page book, are listed at the beginning of the bibliography. Among the viewpoints that different authors represent are the following: (1) unlimited or highly structured choice; (2) students choosing, as well as parents choosing; (3) transportation costs met by public funds or being the sole responsibility of the parent; and (4) choice within the district, or between districts, including or excluding private schools and higher education institutions. (MLF).

Deering, P., & Kraft, R. (1989, January). School choice: what choice for teachers. Teaching 1 (1), 22-31.

This article describes the major trends in the school choice movement, including its various formats and outcomes and particularly its impact on teachers. An argument is advanced that choice can be a powerful tool for teacher empowerment and professionalization. A 12-item checklist for school choice programs is included.

Domanico, R. J. (1990). Restructuring New York City's public schools: the case for public school choice. Education Policy Paper Number 3. New York: Manhattan Institute for Policy Research. (ERIC Document Reproduction Service No. ED 322 246)

This report presents the conceptual framework for a public school choice plan for New York City and discusses why school choice represents the best hope for meaningful reform. Public school choice is defined as giving school professionals the freedom to design innovative and distinctive school programs; and giving parents the right to choose, in pursuit of those innovations, the public school for their child. Despite marginal improvement in student achievement and high school completion rates, only 54 percent of the city's students earn high school diplomas. Therefore, New York's school system must be reformed, because changes in the city's economy now demand high school graduation as a prerequisite for entry into the work force. Recent attempts at reform based on increased financing and improved leadership have failed. The choice plan is based on the following propositions: (1) the current organization has failed to attain basic goals; (2) school improvement is attainable and all children can learn; (3) the concept of equal opportunity is a strong reason to give parents the right to choose the school that best suits their childrens' needs; and (4) the best available evidence indicates that parental choice improves the education of all children, especially low-income and minority students, and that school autonomy is the key to meaningful school reform. A choice plan would include the following components: (1) a parent would apply for a child's admission to any public school in the city; (2) school policy would be set by each school; and (3) fluctuations in attendance would indicate parents' preferences, dictate school closings, and indicate the need for more space and programs that could be replicated at other sites. An agenda for implementation is suggested. Statistical data are included on 11 graphs.

Doyle, D. P. (1989, July). Here's why school choice will boost student motivation and learning. American School Board Journal, 176 (7), 25-28.

The one-size-fits-all public schools inherited from the nineteenth century can be transformed if parents have the right to choose schools their children will attend. Schools of choice will improve both the attitudes and performance of students. Teachers and administrators will be more professional, and school boards can meet their responsibilities without involving themselves in the minutiae of day-to-day management.

Education vital signs. (1989, October). Executive Educator, 11 (10), A4-A27.

Presents key 1988-89 school statistics and highlights major educational trends (like the school choice controversy). Topics include leadership profiles; U.S. students' poor showing on international math and science assessments; school facilities construction problems and issues; standard measures such as test scores and dropout rates; and state and regional educational data.

Effects of open enrollment in Minnesota. (1990). ERS Research Digest. Arlington, VA: Educational Research Service. (ERIC Document Reproduction Service No. ED 322 622)

In recent years, many policy makers, including officials in the Federal Government and the National Governors' Association, have advocated public school choice as the answer to the problems of public education. In 1987, Minnesota was the first state to pass legislation implementing a statewide, interdistrict, open enrollment plan for public schools. Today more than 20 states have either passed choice legislation or are considering such action. This Research Digest summarizes the findings of "Open Enrollment Study: Student and District Participation 1989-90," a working paper prepared by the Minnesota House of Representatives Research Department that assesses the early results of the Minnesota open enrollment program. Findings show that student enrollment in Minnesota has been very

limited. In 1989-90, less than .5 percent of the total Minnesota K-12 student population participated in open enrollment, although 96 percent of the state's student population lived in participating districts. Only 20 percent of students citing a reason for transferring under open enrollment mentioned academic opportunity or a specific academic program. Over 40 percent of the reasons given were related to convenience or geographic proximity factors. Most schools have not experienced a significant enrollment change. Of the 343 participating districts, 75 percent experienced less than a 1 percent change in total enrollment because of the open enrollment program. Only 12 districts experienced an enrollment change of more than 50 students. Open enrollment has potential as a tool for influencing district policies and decisions, as may be seen in a situation that developed in the Mountain Iron-Buhl School District.

Elam, S. M. (1990). The 22nd Annual Gallup Poll of the public's attitudes toward the public schools. Phi Delta Kappan, 72 (1), 41-55.

The twenty-second annual Gallup Poll surveyed parents and community members concerning national educational goals, school choice, parental control of public schools, examinations for promotion, grade retention and dropout rates, access to personal information about students, equal educational opportunity, desirability of teaching as a career, appropriate teacher salaries, and other topics.

Elam, S. M., & Gallup, A. M. (1989, September). The 21st annual Gallup Poll of the public's attitudes toward the public schools." Phi Delta Kappan, 71 (1),41-54.

According to the 21st annual Gallup/Phi Delta Kappa poll, the public favors school choice, a more standardized national curriculum, improvement of public school quality in poorer and innercity areas, reduction of class size in early grades, afternoon school and summer programs for children of working parents, and increased state and federal college scholarship aid.

Elliott, N. (1989). Options/choices in public education: a report of a national and statewide survey in Utah of educational choice programs. Salt Lake City, UT: Utah State Office of Education. (ERIC Document Reproduction Service No. ED 321 409)

An analysis of the development of diverse educational programs based on a common curriculum core is the purpose of this paper. After an overview of the major kinds of option/choice programs, a study of educational options in Utah and the United States is described. Three research methodologies were used to collect data: a statewide survey on current Utah school choice programs; a national survey of programs in the remaining 49 states; and a literature database search. The state survey involved telephone interviews with head administrators of 53 sites participating in school choice programs. Information was gathered about the type of program, student participation, cost equity, governance, and respondent satisfaction and attitudes. The national survey entailed telephone interviews with various program specialists in each state, resulting in a state-by-state catalogue and cost analysis of current school choice programs. Results point to the high level of interest in school option programs in Utah and across the nation; the difficulty in developing reliable cost information; and the impact on logistics, curriculum, and students. Findings indicate that public school choice presents a way in which restructuring from the bottom up can be achieved. Tables and figures present survey results, and appendices include a list of Utah respondent organizations, an annotated bibliography, and examples of other states' policies and promotion.

Ellison, L. (1990-91, December, January). The many facets of school choice. Educational Leadership, 48 (4), 37.

An elementary school teacher in a K-8 Minneapolis public alternative school describes the benefits of choice for her own children and for those in her multiage classroom. Her school's whole-child approach allows students to structure their learning time and teachers to choose the most nurturing learning strategies to suit each child's needs.

Elmore, R.F. (1990-91, December, January). No easy answers to the complex question of choice: response to Raywid. Educational Leadership, 48 (4), 17-18.

In her zeal to advocate greater public school choice, Raywid criticizes the ASCD's "Public Schools of Choice" report unfairly. Raywid denigrates the importance of balancing public and private interests, claims that choice demands a form of rigorous social experimentation unsupported by research, and overlooks the report's positive guidance for educators and policymakers.

Farrell, W. C., Jr. & Mathews, J. E. (1990, Fall). School choice and the educational opportunities of African American children. Journal of Negro Education, 59 (4), 526-37.

Provides an overview of school choice strategies. Examines the possible impact of choice on African American and poor children. Reviews recently passed Wisconsin legislation that allows for state-funded private school choice for a selected number of poor and minority children, thus addressing the needs of educationally disenfranchised groups.

Finch, L. W. (1989, July). The claims for school choice and snake oil have a lot in common. American School Board Journal, 176 (7), 31-32.

Claims of success in Minnesota's open enrollment plan are exaggerated. Transfer requests are based on convenience and location rather than on the quality of education. Using the open market technique means that handicapped or other high risk students will be less desirable commodities. Public funding for private schools will be advocated. (MLF).

Finn, C. E., Jr. (1991). We must take charge: Our schools and our Future. New York: The Free Press.

Chester Finn proposes radical changes for public schools in America. Education should be reorganized in relation to the results we want from public schools. A clearcut standard of intellectual achievement should be defined around a national curriculum of core subjects - history, science, geography, math, literature, and writing. We should give our children time, options, and a broad array of resources. If parents have choices in deciding which schools and programs best fit the needs of students, they will have an added incentive in helping their children succeed. Educators in each individual school should be vested with authority and held accountable for their performance.

First, P. F. (1990). Educational choice: practical policy questions. Occasional Paper Series No. 7. (ERIC Document Reproduction Service No. ED 325 933)

The consideration of school choice plans raises policy questions for school administrators. This paper addresses pragmatic concerns about definitions and policy questions related to educational finance. Interdistrict choice, emphasizing families' right to choose among existing public schools, raises questions regarding transportation and facilities planning responsibilities, Chapter 1 funding, and information distribution costs. Second-chance programs, which extend interdistrict choice and postsecondary options to at-risk youth through alternative programs, can face the same financial problems as interdistrict plans where inequities already exist or where the state share of per pupil expenditure is low. "Hard" state funding should support alternative schools and their staff development and training costs. Controlled choice plans, requiring all families to choose a school within the district, do not involve funding transfers between districts or systems, but may require the reallocation of funding between schools. Extra costs include transportation, parent information, planning, technical assistance, and staff development. Intradistrict choice plans based on teacher-initiated schools have high startup costs and raise administrative control questions. Magnet schools, aiming at school improvement through special resources, require additional costs for transportation, improved

facilities, special programs, and additional staff and staff development. Finally, postsecondary options for upper division high school students raise equity and equal access concerns. (11 references).

Fliegel, S. (1990). Parental choice in East Harlem schools. (ERIC Document Reproduction Service No. ED 320 975)

Poor students and parents in the East Harlem schools of New York City's Community District 4 should have the same opportunity to obtain the benefits of school choice available to the wealthy, who can afford private and parochial schools. Parental choice can provide the catalyst for educational reform by introducing a market mechanism to the public educational system, creating a marketplace for new ideas, innovations, and investment. A choice plan also increases the sense of ownership of parents, students, teachers, and administrators. The following components have been incorporated into the development of 23 successful alternative schools in East Harlem: (1) public education has a responsibility to provide diverse educational opportunities; (2) each school needs an individual mission; (3) teaching and learning are inextricably intertwined; (4) students, parents, and personnel respond positively to respect and high expectations; (5) smaller schools encourage strong student-teacher relationships and decrease alienation; and (6) extending ownership of the school to students, parents, and professional staff enhances achievement and performance. Any school can maximize the potential of staff and students by encouraging staff to develop innovative programs based on their interests, talents, or philosophical beliefs, but slow, organic growth is the key to developing a successful choice system. The development of the Better Education Through Alternatives (BETA) School, the Jose Feliciano School for the Performing Arts, Central Park East, and the Manhattan Center for Science and Mathematics are examples of the effectiveness of alternative educational offerings. Statistical data are included on two tables. A list of 11 references is appended.

George, G. R., & Farrell, W. C., Jr. (1990, Fall). School choice and African American students: a legislative view. Journal of Negro Education, 59 (4), 521-25.

Provides a legislative view of the development of the Wisconsin Parental Choice Plan mandated for the city of Milwaukee, placing this initiative in the context of the educational needs of African American children. Argues that legislators must target the complex needs of poor and ethnic minority students in urban schools. (AF).

Glass, G. V. & Mathews, D. A. (1991). Are data enough? [Review of Politics, markets, and America's schools]. Educational Researcher, 20(3), 24-27.

In this review of Chubb and Moe's book, Politics, Markets, and America's Schools, Glass and Mathews contend that Chubb and Moe's claim to empirical backing for their policy recommendations rests on a causal argument that certain aspects of school organization cause student achievement. Glass and Mathews believe that the problem of ambiguous direction in causality can not be solved by willing it away. Ambiguity lies in the "High School and Beyond" database as it has been used for this study. Sweeping recommendations are based on statistical results in which the model accounts for 5% of the variance in the dependent variable of student achievement. Chubb and Moe do a service by raising the issue of governance as it relates to school effectiveness, but they do not give serious attention to the broad context of American education.

Glenn, C. L. (1989, December). Putting school choice in place. Phi Delta Kappan, 71 (4), 295-300.

School choice should be promoted only under conditions guaranteeing that costs will be outweighed by benefits. Implementing choice means developing an effective assignment policy, conducting parent surveys, providing for adequate staff involvement, committing to parent outreach, managing effects on individual schools, and setting up a transportation system. Includes two references.

Glenn, C. L. (1990-91, December, January). Will Boston be the proof of the choice pudding. Educational Leadership, 48 (4), 41-43. 1991.

Since March 1989, Boston has attempted to implement three elements deemed successful for successful school choice programs: fair assignment procedures, an effective parent information system, and interventions to help certain schools become more competitive. The Boston experience shows the difficulties involved in reforming a monopoly governed by top-down decision making. Includes 16 references.

Greenfield, M. (Ed.). (1991). Tuition tax credits in New Hampshire. The Milwaukee Educational Choice Reporter, 1(2), 1-2.

Epsom, New Hampshire's tuition tax credit program is the first tax credit program for the state. Legislation gives property owners eligibility to receive an abatement for real estate taxes.

Harris, J. J,, III. (1991, February). What should our public choose? The debate over school choice policy. Education and Urban Society, 23 2), 159-74.

Discusses school choice policy itself, the debate between proponents and opponents, and the range of possible school choice programs. Addresses the roles of federal and state governments, the courts, and school administrators in school choice plans. Presents recommendations for achieving an educational environment that engages the minds of all children.

Heid, C. A., & Leak, L. E. (1991, February). School choice plans and the professionalization of teaching. Education and Urban Society, 23 (2), 219-27.

If school choice options take place in school systems across the country, challenging opportunities may exist for the teaching profession. Analyzes the development of school choice plans by

teachers and examines the impact of this process on the professionalization of teachers. Describes gains in teacher involvement, decision making, and autonomy.

Hill, P. T. (1990, January). The federal role in education: a strategy for the 1990s. Phi Delta Kappan, 71 (5), 398-402.

Aside from promoting school choice and easing regulatory restraints, the federal government's role seems limited to continuing Chapter 1 and the Education for All Handicapped Children Act. "First Generation" federal programs are a poor match for the problems afflicting urban schools. A new federal strategy is needed to stimulate local planning and help urban schools improve. Includes two references.

Iowa Department of Education. (1990). Open enrollment: preliminary report for the 1989-1990 and 1990-1991 school years. Des Moines, IO: Author.

Legislation provided "educational choice" to parents/guardians for the public school district their children would attend. A history of legislative actions leading to passage of the legislation is given. The status of open enrollment for the 1989-1990, 1990-191 school years and analysis of open enrollment applications is described, in addition to proposed changes in the legislation.

Kearns, D. T., & Doyle, D. P. (1989). Winning the brain race: A bold plan to make our schools competitive. San Francisco: Institute for Contemporary Studies.

Business leaders, policy-makers, and concerned citizens are challenged to support a bold plan for education reform. Kearns and Doyle make an impassioned argument for a complete restructuring of our school system. Lessons from the marketplace - competition, market discipline, accountability, and performance - comprise a six-point program for reform that would allow public schools to produce an educated workforce. School choice is proposed as an educational marketplace strategy for more accountable schools.

Kolderie, T. (1990). Beyond choice to new public schools: withdrawing the exclusive franchise in public education. Policy Report No. 8. Washington, DC: Progressive Policy Institute. (ERIC Document Reproduction Service No. ED 327 914)

A strategy for revitalizing public education by stimulating the creation of new public schools is proposed in this report. The proposed system goes beyond school choice and is based on the withdrawal of local districts' exclusive franchise to own and operate public schools. The proposal is based on the premise that the state must provide both "choice" and "choices"--granting choice of school as well as providing alternatives to public schools. The new system for chartering schools would allow enterprising people to open innovative schools under contract to a public agency. Also examined is the notion of "divestiture," or allowing districts to relinquish operation of public schools while retaining a broad policy-setting role. This proposal for fundamental educational reform is based on the following assumptions: (1) school restructuring has limited potential; (2) school districts' monopoly on public education is the heart of the problem; (3) the states are critical actors in revitalizing education; and (4) a competitive school system requires a variety of agencies that are free to charter new schools. The final section offers 11 guideposts for creating a competitive but publicly controlled and service-oriented public school system.

Lieberman, M. (1990). Public school choice: current issues/future prospects. Lancaster, PA: Technomic.

The significance of school choice as a current issue is discussed, in addition to politics and future directions for the choice movement. Competition and parent empowerment are viewed as healthy factors in the rationale for choice. Information issues are described, as well as school-based management and teacher unions as affected by choice programs.

McDonnell, L. M. (1989). Restructuring American schools: the promise and the pitfalls. ERIC/CUE Digest. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 314 546)

This digest briefly reviews major approaches to restructuring American schools and evaluates their potential for improving student learning and their feasibility--politically, financially, and administratively. The following reasons for restructuring are discussed: (1) poor educational performance; and (2) the changing skills needed for today's jobs. The following restructuring options are evaluated: (1) decentralizing authority over schools, which includes school-based management, more professional teaching conditions, and school choice in public education: (2) holding schools more accountable for performance; (3) altering the content and process of classroom instruction; and (4) strengthening school-community links. Possible problems with these proposals for restructuring are identified. (JS).

Minneapolis Public Schools. (1991). Pre-kindergarten - grade 12 program guide 1990-91. Minneapolis, MN: Minneapolis Public Schools.

A variety of educational programs offered to public school students in Minneapolis are described in this guide: alternative programs, learning centers, magnet programs, and special needs programs.

Moore, D. R. (1989). Voice and choice in Chicago. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 315 870)

The Chicago Public Schools have recently been restructured by the Illinois General Assembly, radically altering patterns of governance (voice) and patterns of choice in Chicago. This paper analyzes the history of the Chicago restructuring campaign and the specific conception of school-based governance enacted into law. The paper also analyzes the school choice system that has existed in Chicago, its inequities for students at risk, and the effect of Chicago's past experience with choice on the content of the new school restructuring

law. The paper then advances conclusions based on the Chicago experience and relevant research applicable to voice and choice issues in big cities. One essential feature of effective school-based management is giving majority control of school policy-making councils to parents and citizens, not to principals and teachers. Genuine educational improvement depends on the presence of other features, such as training for participation on these councils provided by groups independent of the school system, significantly increased principal accountability and authority, limitations on central administration's role, and availability of advisory resources for assisting schools in the change process. In Chicago and other big cities, choice programs have typically operated to increase the isolation of at-risk students, and have thus become a new form of discriminatory tracking. Creating equitable choice programs is not just a "program design" issue. Unless a school system makes and implements a fundamental commitment to improve educational services in all schools and for all student subgroups, school choice increases inequality. Choice is best viewed as a subsidiary strategy to augment the effectiveness of school-level governance reform characteristics described in this paper.

Moore, D. R., & Davenport, S. (1989, August). Cheated again: school choice and students at risk. School Administrator, 46 (7), 12-15.

A study of high school choice programs in four large cities (New York, Chicago, Philadelphia, and Boston) shows that meaningful school choice is beyond the reach of the most vulnerable innercity students. Educators considering such plans must recognize the dangers (like stacked admissions policies) raised for these youth.

Moore, D. R., & Davenport, S. (1989, February). High school choice and students at risk. Equity and Choice, 5 (1), 5-10.

Examines the effects of high school choice on high risk students in four large urban school districts. Finds that with the exception of some magnet school programs, admissions procedures and program consequences usually operate to the detriment of students at risk.

Moyer, K. (1989). Survey of state initiatives: public school choice. Revised. Denver Co: Education Commission of the States. (ERIC Document Reproduction Service No. ED 320 255)

At least 21 states have passed or are considering legislation to expand public school choice. The reasons for increasing students' options vary as do the forms of available choices. Some options currently in use are interdistrict choice; second-chance plans; postsecondary enrollment options; intradistrict choice; and magnet, state-supported schools. Included in the survey are a summary of public school activity occurring in the 21 states, state-by-state descriptions of those activities, and an appendix containing state statutes and legislation.

Nakao, R. D. (1991). Desegregation and informed choice. San Jose, CA: San Jose Unified School District. (ERIC Document Reproduction Service No. ED 326 989)

Information sources used by parents of majority and minority students in making decisions about school choice, with a focus on busing, are examined in this report. A mailed survey of parents of approximately 8,431 students in the San Jose Unified School District (California) yielded 934 responses, of which minority households comprised 60 percent and majority households, 40 percent. Findings indicate that more minority elementary students attend school outside their neighborhoods than do majority students and that minority students are assigned to higher choice schools less often than majority students. Overall, minority parents have a limited degree of informed choice in terms of information sources available to them. A conclusion is that inequities in information resources, among other things, impede the desegregation process. A copy of the survey and 12 tables are included. (6 references) (LMI).

Nathan, J. (1989, October). More public school choice can mean more learning. Educational Leadership, 47 (2), 51-55.

Although more than 40 states have developed public school choice plans, not all plans are equally effective. Problems and possibilities of school choice options in East Harlem (New York), Massachusetts, Minnesota, Missouri, and Wisconsin are outlined. Sidebars list types of plans and elements of successful plans.

Nathan, J. (1989, December). Helping all children, empowering all educators: another view of school choice. Phi Delta Kappan, 71 (4), 304-07.

If Minnesota public school choice programs were as bad as Judith Pearson's "Kappan" (June 1989) article alleges, most teachers would not support them. There would be declining cooperation among rural school districts, little interest in handicapped or "unattractive" students' needs, and a teacher shortage. As this article shows, the reverse is true. Includes 18 references.

Nathan, J. (1989, July). Before adopting school choice, review what works and what fails. American School Board Journal, 176 (7), 28-30.

Among the features of a good public school choice plan are (1) a clear goal statement; (2) information and counseling for parents in selecting programs for their children; and (3) admissions procedures that are fair and equitable. Cites characteristics of school choice programs in Minnesota and East Harlem, New York.

Nathan, J. (1989, August). A powerful force to improve schools, learning. School Administrator, 46 (7), 8-11.

Because proposals differ, educators and administrators must study the rationale of research findings on, and requirements of, particular school choice programs. Well-designed choice plans are not panaceas, but can help produce significant, widespread improvement, as seen in

East Harlem, New York; Cambridge, Massachusetts; and Minneapolis-St. Paul, Minnesota.

Nathan, J. (1989). Progress, problems, and prospects of state educational choice plans. Washington, DC: Department of Education. (ERIC Document Reproduction Service No. Ed 318 121)

This report examines recent school choice developments in four broad areas: (1) the public's interest in public school choice; (2) state and federal government responses to this growing interest; (3) new research on existing programs permitting choice; and (4) prospects for expanding state efforts to promote public school choice. After providing definitions of terminology associated with school choice, the report summarizes state efforts to promote choice through local options (magnet and alternative schools) and metropolitan, limited, or comprehensive open enrollment plans. The third section describes major studies of several programs in Minnesota and Washington, the St. Louis and Wisconsin desegregation-choice plans, magnet schools in four large cities (Boston, Chicago, Philadelphia, and New York), and choice plans in Massachusetts and East Harlem, New York. The studies show mixed results, but do not necessarily contradict one another. A consensus is emerging concerning certain desirable features of public school choice plans. Prospects for expanding the state role in developing such plans is encouraging. The choice concept is gaining support from the American Federation of Teachers and the National Education Association. The federal government has spent millions of dollars to help districts establish magnet schools and has supported research on the design and impact of choice plans.

Nathan, J. , and Jennings, W. (1990). Access to opportunity: experiences of Minnesota students in four statewide school choice programs 1989-90. Minneapolis, MN: University of Minnesota, Hubert H. Humphrey Institute of Public Affairs.

A brief history of public school choice in Minnesota and student reactions to four choice programs are described. The detailed survey of students' responses is given .

Odden, A. (1990, April). A new school finance for public school choice. Paper prepared for the annual meeting of the American Educational Research Association, Boston, Massachusetts.

After an overview of public school choice issues and alternatives, current state approaches to financing choice programs are summarized. A new model for financing public school choice is defined, with a discussion of finance problems and funding for interdistrict public school lunch programs.

O'Reilly, F. E. (1990). Public school choice: implications for children with handicaps. Revised. Washington, DC: Department of Education. (ERIC Document Reproduction Service No. ED 318 185)

This report describes recent gains in support for the movement to allow parents to choose the public school which their children attend. Reasons for the movement's growth and methods of implementing school choice plans are presented. The paper then focuses specifically on interdistrict school choice plans, identifying major aspects which are likely to affect special education programs and the ability of students with handicaps to participate in these types of choice programs. Five major issues are discussed: (1) responsibilities of the resident district; (2) criteria for student admission to nonresident school districts; (3) due process; (4) finance; and (5) transportation. The report discusses each of the major issue areas as they relate to special education and describes how each area has been addressed in five states with interdistrict choice plans (Arkansas, Iowa, Minnesota, Nebraska, and Ohio). A final section summarizes, by state, the provisions included in each state's legislation. An appendix reprints the school choice legislation of each of the five states. Includes two references.

O'Reilly, R. C. (1990, August). School choices and state politics. Paper presented at the meeting of the National Council of Professors of Educational Administration, Los Angeles, CA. (ERIC Document Reproduction Service No. ED 323 671)

An analysis of the experiences of two states perceived as school choice innovators, Iowa and Nebraska, is presented in this paper. Three problem areas contributed to uncertainty are identified: classroom capacity, transportation, and funding. Recommendations include: limited parental choice; establishing enrollment loss ceilings; clear governance statutes; equal interdistrict costs; equal access for handicapped and minority groups; recruiting restrictions; gradual implementation; definition of parental expectations; and consideration of capacity. Educational quality is advocated over political expediency and efficiency.

Patrick, L. C., Jr. (1989, November). On why parents need choice (and what's taking so long to get it!). Paper presented at the Conference on Education and the Inner City, Washington, DC. (ERIC Document Reproduction Service No. ED 320 978)

This paper, by the President of the Detroit Board of Education, discusses aspects of the school choice issue, providing examples from recent developments in the Detroit (Michigan) public school system. The paper argues that freedom of choice in an educational context is a critical right of parents, and that schools of choice offer the best opportunity for all children to get a quality education. Research studies indicate higher levels of student achievement, teacher morale, and parent involvement associated with school choice, and "choice" students experience significantly fewer problems in school. However, despite the recommendations of the Detroit Public Schools Parental Choice Task Force in 1986, the demand for additional schools of choice remained unmet after three years. Members of the community joined to form the HOPE Reform Team with the aim of changing the educational delivery system in Detroit. The HOPE campaign resulted in significant reconfiguration of the Detroit Board of Education and a mandate for educational change. Since his appointment, the transitional General Superintendent has accomplished a number of reform goals, including balancing the budget and winning

support for additional taxes to finance comprehensive school system restructuring. The board's current plan calls for autonomous local schools administered by principals who are great leaders. The plan is designed to assure a structural change in how Detroit's children are educated and to assure educational quality throughout the Detroit district.

Paulu, N. (1989). Improving schools and empowering parents: choice in American education. A report based on the White House Workshop on Choice in Education. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 311 607)

American schools, despite recent education reform measures, still fail to provide many of our nation's children with the education that they need and deserve. In conjunction with the other changes, programs of choice can play a central and critical role in improving America's schools. This booklet, divided into two sections, reports on the proceedings at the White House Workshop on Choice in Education on January 10, 1989. The workshop, held in Washington, D.C. was hosted jointly by the White House and the United States Department of Education. The report outlines the benefits--discussed by educators, policymakers, and student--that can be won when programs of choice are carefully planned, developed, and monitored. Section 1 provides the reasons for conducting a workshop on choice, introduces the two dominant themes that emerged during the workshop, and details eight programs of choice already in operation around the nation. Section 2 explores the benefits of school choice through an examination of the themes of school improvement and parental empowerment discussed during the workshop. At the conclusion of this document are remarks by President Ronald Reagan, President-elect George Bush, United States Secretary of Education Lauro F. Cavazos, Minnesota Governor Rudy Perpich, and Wisconsin Governor Thommy G. Thompson.

Pearson, J. (1989, June). Myths of choice: the governor's new clothes. Phi Delta Kappan, 70 (10), 821-23.

Minnesota is leading the school choice movement, but Governor Perpich's promotional tours may be somewhat premature. This article examines the open enrollment concept and its consequences, including charges of elitism and application of private enterprise principles to education. Open enrollment contradicts the legislature's duty to establish a general, uniform public school system.

Perelman, L. J. (1989). Closing education's technology gap. Briefing Paper No. 111. Indianapolis, IN: Hudson Institute. (ERIC Document Reproduction Service No. ED 321 415)

An analysis of the gap between educational productivity and technological advancement concludes that American education's dismal productivity level is partly due to the lack of investment in research and development. Successful school restructuring must include the following innovations: site-based management; public school choice; competitive markets; realistic accounting; meaningful incentive programs; and valid evaluation processes. An initiative to close the gap is proposed, in which U.S. institutions and training facilities allocate at least one percent of their budgets for a research and development fund to be managed by a new National Institution for Learning Technology.

Public school choice: new options for New Jersey students, parents, and Educators. (1989). Trenton, NJ: New Jersey State Department of Education. (ERIC Document Reproduction Service No. ED 306 703)

This report contains detailed descriptions of three program recommendations regarding public school choice. The recommendations are a result of a study conducted by the New Jersey Department of Education, in which public school choice and magnet schools were examined. The three recommended programs described are (1) Intradistrict Choice Program; (2) Project Attain; and (3) Learning Incentives Program. These three programs are voluntary, 3-year pilots designed to encourage choice within a district, dropouts to

return to school, and high school juniors and seniors to take courses in another high school or a college. A list of questions and answers is included. Appended is a program budget summary.

Public schooling options. (1989). Topeka, KA: Kansas State Board of Education. (ERIC Document Reproduction Service No. ED 320 264)

Public school choice is an area of educational reform that has received attention from state and federal policymakers. Common applications of choice programs include alternative schools; open enrollment/intradistrict choice; and statewide/interdistrict choice. The following areas in public school choice are covered in this report: perceived benefits; current models of choice initiatives; successful program characteristics; national initiatives; and policy considerations. Appendices include Kansas school choice programs and Kansas statutes.

Public schools of choice. (1990). ASCD Issues Analysis. Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 322 596)

After years of reform and accompanying frustration, public schools of choice have become one of today's most popular school reform strategies. More than 20 states have either passed choice legislation or are considering such action. At the present, plans based on parental influence represent the majority of district choice plans, including magnet schools and controlled choice schools. This analysis, composed of seven chapters, examines the controversy of school choice and the agendas supporting it. While one agenda detailed within this document can be characterized as "reaction to the present," the second, a well-known agenda for choice is actually "choice as a means for desegregating schools". A third, less known agenda for choice is presented as "choice as a catalyst for change". Because educators must implement policies that not only benefit individual students but also ensure that schools represent the broad, democratic interests of society as a whole, this analysis attempts to assist educators to make informed decisions about choice based on the context in which they and their students teach and learn. Examples

of educational values and of curriculum and instructional elements of "choice" programs, developed by the Minnesota Department of Education, are appended. The bibliography contains 53 references.

Randall, R.E. , & Geiger, K. (1991). School choice: issues and answers. Bloomington, IN: National Educational Service.

Randall and Geiger attempt to provide a balanced presentation of choice and its many attending issues. Choice is depicted as a powerful catalyst for change, based on values deeply embedded in the American psyche. Choice is conditionally supported by the NEA with concerns that choice may be used instead of adequately funding schools. Eleven key areas that states need to address when considering choice are outlined with examples of programs in several states. A case study of choice in Minnesota gives an inside view of Governor Perpich's strategies for accomplishing the program. Two major challenges facing successful school choice involve (1) implementation and evaluation; (2) redefinition and adaptation to new roles for superintendents, principals, teachers, and school board members.

Raywid, M. A. (1989). The case for public schools of choice. Fastback 283. Bloomington, IN: Phi Delta Kappa Educational Foundation. (ERIC Document Reproduction Service No. ED 307 689)

A case is made for public schools of choice based on major strands of evidence from the perspective of students, parents, and teachers. This is followed by a brief overview covering the extent of schools of choice, the nature of their support, their organizational features, and their accomplishments. The critical feature of the school choice issue is that the school is selected by the student and family. Two major types of schools affiliated with the concept are alternative and magnet schools. Schools of choice offer positive outcomes in terms of student achievement and teacher satisfaction. Appended are 135 references.

Raywid, M. A. (1990-91, December, January). Is there a case for choice. Educational Leadership, 48 (4), 4-7,8-12.

Critiques the Association for Supervision and Curriculum Development's 1990 report "Public Schools of Choice" for joining the chorus of skeptics. On three major counts (equity, the present evidence for choice, and its risks compared to present school organization failings), school choice offers a reasonable alternative. Includes 29 references.

Riddle, W., & Stedman, J. B. (1989). Public school choice: recent developments and analysis of issues. (CRS Report for Congress No. 89-219 EPW). (ERIC Document Reproduction Service Nol. ED 305 747)

Policymakers are considering ways of providing more opportunities for students and their parents to exercise choice in public education. This report provides background information on current public school choice programs and proposals, and an analysis of selected issues related to this topic. The first part of the paper presents background information describing selected examples of current public school choice programs, reviewing the calls for greater choice in public schools that have appeared in recent education reform reports and that have been made by the Bush Administration, and delineating how current Federal programs support choice. The next part presents an analysis of issues related to providing greater choice opportunities in public schools discussed under the following headings: (1) effects of choice programs; (2) implementation issues; and (3) the context of school choice. The final part offers a brief synthesis of the findings and considers possible alternatives to the choice programs currently under debate.

The right to choose: public school choice and the future of American education. (1989). Education Policy Paper Number 2. New York: Manhattan Institute for Policy Research. (ERIC Document Reproduction Service No. ED 313 776)

In 1988 and early 1989, the Manhattan Institute for Policy Research sponsored a series of forums in New York and London focusing on an important new aspect of educational reform: the concept of parental choice. This article is drawn from the presentations made at these forums and is divided into four sections. In "The Problem," Chester Finn offers a stark appraisal of the state of American education in the wake of 6 years of educational "reform". The second section, "The Theory," offers a two-part overview of the implications of recent research findings on the educational choice movement and its rationale. In "What Makes Schools Work"? John Chubb discusses a Brookings Institution study of 500 American public and private high schools, and James Coleman, in "What Makes Religious School Different"? discusses his research on the effectiveness of Catholic high schools. The third section, "The Solution," discusses how educational choice has been implemented in Minnesota and New York City. Finally, the fourth section, "A Dialogue on Choice," contains excerpts from the question-and-answer sessions that followed the various presentations in New York and London.

Rosenberg, B. (1989, Summer). Public school choice: can we find the right balance. American Educator: The Professional Journal of the American Federation of Teachers, 13 (2), 8-14,40-45.

Arguments for and against school choice are presented. Claims on both sides often obscure the complexities, dilemmas, and tradeoffs involved. If diversity and choice become ends in themselves, if choice is not coupled with fundamental reform and the quest for excellence, the choices may be empty ones.

Speer, G. C. (1990 - 91, December, January). A public school of choice: The Los Angeles County High School for the Arts. Educational Leadership, 48 (4), 31-33.

The Los Angeles County (California) High School for the Arts offers an arts-focused curriculum that also emphasizes academics. The school is truly public, with no tuition, an open admission policy, and a strong sense of community. The result is an integrated student body possessing considerable discretion in choosing programs and meeting objectives.

Speich, D. (1989, Spring). Choice: panacea or Pandora's Box for California public education. California School Boards Journal, 47 (4), 28-31,34-35,37.

Disenchantment with 1980s school reform progress has produced school choice--the get-tough, marketplace approach to school improvement. Choice proposals in California fit two categories: interdistrict plans and intradistrict plans. The latter is already a common option featuring open enrollment and management and continuation schools. Two sidebars address administrative, governance, equity, and school improvement questions.

A state policy-makers's guide to public-school choice. (1989). Denver, CO: Education Commission of the States. (ERIC Document Reproduction SErvice No. ED 306 702)

This policy guide draft pulls together information on the types of public school choice plans being implemented or debated across the nation. The guide describes six different kinds of plans that involve a choice among public schools: interdistrict, postsecondary options, second-chance, controlled-choice, teacher-initiated schools, and magnet schools. Each chapter elaborates on the interplay in each type of plan within the framework of finance equity, and school improvement. Six sections describe what the plan is, how it works, how finance and equity are played out, what the advocates and critics say, and how the plans are linked to school improvement. Each chapter concludes with a list of policy questions that must be

answered as a community designs its own choice plan. The final chapter on "family information" provides a framework for thinking about the new relationship with families that districts and states must construct when families have the opportunity to choose their children's schooling.

Sylvester, K. (1989, November). Schools of choice: a path to educational quality or 'Tiers of Inequity'. School Business Affairs, 55 (11), 10-14.

School choice can revitalize school programs by giving teachers the freedom to be creative and by breaking down the barriers of segregation. However, choice can create new kinds of inequalities and can lull people into believing educational problems are solved. Cites successful school choice plans.

Tan, N. The Cambridge Controlled Choice Program: improving educational equity and integration. Education Policy Paper Number 4. Alton, IL: John M. Olin Foundation, Inc. (ERIC Document Reproduction Service No. ED 327 925)

A plan to promote parental school choice, namely, the Cambridge Controlled Choice School Desegregation Plan, is described in this report. The introduction presents a definition and the history of school choice, and the second chapter offers a program description of the community context, an overview of the public school situation in Cambridge, school and program options, parent participation and decision making, and the student assignment process. Program outcomes are described in the third chapter, with attention to socioeconomic and ethnic ratios, enrollment, the percentage of students attending their schools of choice, attendance and retention, achievement, and future educational and career plans. The fourth chapter, on school improvement, examines the issues of district roles and school autonomy. It is concluded that the program was successful in achieving voluntary desegregation, improved community relations, and a gradual overall increase in student achievement levels. Ten tables are included.

Tannenbaum, M. D. (1990, April). A survey of perceptions of and attitudes toward schools of choice of various constituencies. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA. (ERIC Document Reproduction Service No. ED 321 388)

The assessment of attitudes and perceptions of various groups toward the school choice issue is the purpose of this exploratory study. A nonrandom pilot study administered to 342 parents, administrators, board members, and students used bivariate and univariate analyses to compare attitudinal differences. Findings indicate that attitude toward the choice issue depend on the degree of power held in the current school system. Those groups with the least power, such as parents, students, and new teachers, favor the option, and those groups with more power and control, such as administrators and board members, support the present system. An annotated bibliography and tables of survey responses are included.

Tatel. (1989). Education of the Handicapped Law Reporter, 213: 210.

Uchitelle, S. (1989, December). What it really takes to make school choice work. Phi Delta Kappan, 71 (4), 301-03.

To provide a school choice program for purely political reasons is reprehensible. The St. Louis (Missouri) model, based on a court-approved desegregation settlement, has demonstrated that citizen commitment and adequate funding can create a successful, equitable program.

Underwood, J.K. (1991, October). The financial toll of choice: Milwaukee program illuminates impact of public schools. The School Administrator, 48(8), 16-19.

Choice is not public education's solution to society's problems. It represents great costs for the resident district, which will inevitably be responsible for educating the handicapped, disadvantaged, bilingual, and minority students who can not be served through private school resources.

Choice will create additional stressors on an already over-extended educational enterprise. Over time a voucher system will resegregate the public schools and require them to do the difficult additional tasks with less money.

Urahn, S. (1990, February). Open enrollment study: student and district participation 1989-90. Working paper #1. Minnesota House of Representatives, Research Department.

The descriptive analysis of collected data on open enrollment in Minnesota has four sections: (1) a description of the open enrollment program; (2) a description of school district and student participation in open enrollment; (3) a preliminary examination of how open enrollment has affected school districts; and (4) a preliminary look at students' reasons for participation.

Urahn, S. (1991, January). Open enrollment study: survey of school district superintendents, 1989-90. Working paper #2. Minnesota House of Representatives, Research Department.

Highlights of the second working paper on Minnesota's open enrollment plan include the following conclusions: (1) more districts reported benefit than harm; (2) the most frequently reported effect was a change in class size; (3) open enrollment compelled many school districts to initiate some type of interdistrict cooperation; (4) few districts distributed information outside the district; and (5) almost half the participating districts statewide reported that there were financial costs associated with open enrollment.

Urahn, S. (1991, March). Open enrollment study: patterns of student transfer 1989-1990. Working paper #3. Minnesota House of Representatives, Research Department.

Patterns of student movement are studied relative to the following areas: (1) district enrollment; (2) enrollment change; (3) district financial resources; (4) minority enrollment; (5) interdistrict cooperation; (6) district staffing; (7) school district spending; and (8) district curricula.

U.S. Congress. House. H.R. 2460. Report, 102nd Congress, 1st session, 23 May, 1991. Washington, DC.

Representative Michel introduced the following bill, which was referred to the Committee on Education and Labor:

To help the Nation achieve the National Educational Goals by supporting the creation of a new generation of American Schools in communities across the country; rewarding schools that demonstrate outstanding gains in student performance and other progress toward the National Education Goals; creating academies to improve leadership and core-course teaching in schools nationwide; supporting State and local efforts to attract qualified individuals to teaching and educational administration; providing States and localities with statutory and regulatory flexibility in exchange for greater accountability for student learning; encouraging, testing, and evaluating educational choice programs; increasing the potential usefulness of the National Assessment of Educational Progress to State and local decisionmakers; expanding Federal support for literacy improvements; and for other purposes.

U.S. Congress. Senate. S. 1136. Bill, 102nd Congress, 1st session, 22 May 1991. Washington, DC.

A bill was introduced by Senator Kennedy to provide grants to state and local educational agencies to enable such agencies to develop programs that provide opportunities to parents, particularly parents of educationally deprived children, to select the public schools attended by their children, and for other purposes. This act has been cited as the "Public Schools Choice Act of 1991."

Virginia Department of Education. (1988). Standards for accrediting public schools in Virginia. Richmond, Virginia: Commonwealth of Virginia, Department of Education.

Public school accreditation is specified for the following areas: (1) school and community relations; (2) philosophy, goals, and objectives; (3) instructional program; (4) instructional leadership; (5) delivery of instruction; (6) student achievement; (7) staffing; and (8) buildings and grounds.

Virginia Department of Education. (1990). Standards of quality for public schools in Virginia. Richmond, Virginia: Commonwealth of Virginia, Department of Education.

As required by Section 2 of Article VIII of the Constitution of Virginia, the General Assembly and the Board of Education have established standards for public schools in Virginia for the following areas: (1) basic skills, selected programs, and instructional personnel; (2) support services; (3) accreditation, other standards, and evaluation; (4) literacy passports, diplomas, and certificates; (5) training and professional development; (6) planning and public involvement; and (7) policy manual.

Walberg, H. J. (1989, June). Reconstructing the nation's worst schools. Phi Delta Kappan, 70 (10), 802-05.

Shows how a grassroots, interracial coalition is working to restructure Chicago Public Schools. Under the new Illinois legislation, Chicago's present school board will be disbanded, teachers will be hired by merit, principals will lack tenure, and education rebates to facilitate school choice may be available. Includes three references.

Webster, W. E. (1990, April). Planning for a school of choice. Educational Technology, 30 (4), 39-44.

Describes a planning process necessary for the successful implementation of a school of choice option. Topics discussed include resistance to change; development of an Organizational Status Report (OSR); developing a mission statement, goals, and objectives; a Community Communications Document (CCD); monitoring ongoing progress; and evaluation strategies.

Wells, A. S. (1990). Public school choice: issues and concerns for urban educators. ERIC/CUE Digest No. 63. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 322 275)

Existing choice plans, which allow parents and students to choose among a variety of schools, vary dramatically in size, shape, and purpose. Different types of choice programs have different impacts, especially on low-income and minority group students; and it is not yet clear how school choice programs should be structured to assure that those students with the fewest resources will not be shut out of the best schools. Reasons for the political appeal of choice plans include the following: (1) low-income and minority families can avoid poorly run and overcrowded urban schools; (2) free market, competitive principles are infused into a sluggish public education system; (3) individual families have more control over which schools their children attend and what services are provided; (4) a low-cost solution to problems in public education is provided; (5) pupil needs are better matched to school offerings; and (6) parent involvement may be increased. However, critics argue that many programs discriminate against poor and minority parents who are less informed about how the educational system works or are too overwhelmed with day-to-day survival to research the various educational options. There is a dearth of well-documented research on how school choice programs affect either academic achievement or educational opportunities. The following variations in choice programs are outlined: (1) controlled choice; (2) magnet schools; and (3) interdistrict and open enrollment. Recommendations for more equitable programs consist of the following suggestions: (1) a clear goal statement; (2) outreach to, and information and counseling for parents; (3) a fair, unrestrictive, noncompetitive, and equitable admissions procedure; and (4) provision of adequate transportation for students. A list of 11 references is appended.

Wiley, E., III. (1989, October). Waiting lines tell story of black support for "Schools of Choice" in Detroit. Black Issues in Higher Education, 6 (15) 1,7.

Reports on a conference on school choice at Hillsdale College attended by many Black educators. Describes the popular system implemented in Detroit Public Schools. Discusses problems of racial discrimination and school finance.

Willie, C. V. (1990, November). Diversity, school improvement, and choice: research agenda items for the 1990s. Education and Urban Society, 23 (1), 73-79.

Hypothesizes that a student assignment plan, such as that approved for Boston (Massachusetts), can be an effective method of using school choice to achieve both educational quality and racial balance. Urges the federal government to increase funds for demonstration planning projects and comparative studies to test the plan's effectiveness.

Winborne, D. G. (1991, February). Will school choice meet students' needs? Principals' views. Education and Urban Society, 23 (2), 208-18.

Surveys urban school principals about desirable alternative education programs for low-achieving students, and identifies schools and programs that have been effective in promoting educational excellence in this population. Explores the nature of effective schools, and examines the principal's role in establishing models for educating children in urban settings.

Witte, J. F. (1990). Choice in American education. Policy issues. Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service No. ED 325 948)

An analysis of school choice programs is presented. The review is organized around the following topics: common characteristics of

programs, variations, advantages and disadvantages, the relationship between choice and student achievement, and state role. A conclusion is that policy decisions will have to be based on factors other than effects of school choice on student achievement, because there are few, if any, acceptable studies available on the subject, and that state policymakers should weigh choice options against legal, political, and geographic constraints.

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